

Introduction: Aims and Motivations of the Research

Beginning in the 21st century, the high schools in developed countries have become like an economic organization, managed according to the perception of independence that requires the complete control of the budgetary framework and the adherence to the objectives of the educational system and the local authority. Concurrently, they must provide quality services and products under conditions of competition. In this competition, the quality of the school management is of decisive importance, according to the researcher's experience. Thus, the personal motivation of the present research study, were the experiences made by the researcher in three years school practice, in local Israel school administration and the challenges that schools face in a modern society. Stimulated by these motivations the research seeks to examine a problem which is very important for theory and practice: the degree of relationship and interrelationship among the variables of **leadership, organizational culture, organizational learning, and organizational effectiveness.**

The review of the literature showed that the characteristics of these variables influence the school functioning, the school's ability to cope with changes, the degree of school effectiveness, and the school's positioning in the community. Thus, school administrations are committed to frequently examine the degree of effectiveness and suitability to the changing environment.

According to the literature, there is a strong positive relationship between the variables of 'learning organization' and organizational effectiveness. In addition, there is a strong relationship between the indices of these variables. In the aspect of organizational culture, a difference was found deriving from the indices of organizational effectiveness, since the source derives from the difference between effective and non-effective schools according to the definition of the literature of 'school effectiveness'.

The principal's functioning was examined from different aspects. This dissertation addressed the principal as the formal leader of the school and examined his leadership style. Leadership is achieved by the ongoing activity in which the individual influences the activity of the

group members (the school faculty). The leader has a main role in the determination of the organizational ideology and goals in a given situation. Researches show that the leadership is achieved through a process in which the leader defines the goals of the group, leads to achieve these goals, and provides the needs and requirements of the members. The description of leadership through behavior terms led to the development and definition of types of leaders according to the leader's behavior during the performance of the role.

The literature and researches define organizational effectiveness when therein exists an organizational culture that incorporates organizational norms and values that are expressed in the behavior of the organization members with the organization's ongoing adjustment to changes in the environment in which it acts through the regular and ongoing processing of information and data obtained from the outside environment.

According to the dual approach, an organization can be called a learning organization when in it there exist active learning mechanisms that are based on a learning culture that encourages that faculty and teachers in the school to use learning mechanisms and processes. Organizational effectiveness addresses the degree to which the organization realizes the goals for which it was established and exists. Hence, this definition teaches and addresses the effectiveness of the intra-organizational processes and less the products.

From the review of the literature arose the hypothesis that there is a positive relationship between the learning organization and the level of school effectiveness. It was found that a positive relationship exists between the school leadership style and the school effectiveness. Through cultural behavioral organizational aspects and the organizational inputs, the research explains the difference found between effective and non-effective schools.

An effective school is explained in the academic literature as an "education institution that acts methodically and continuously to improve itself to achieve its goals through the maximal exploitation of its physical and human resources through the maintenance of the welfare of the teachers and the students". Hence, the relationship between leadership, the learning organization, and effectiveness is most significant and these

variables may explain additional variables in the school arena that have not yet been studied comprehensively.

On the basis of theoretical studies and individual experiences, the research empirically examines the relationship between the variables of leadership, organizational behavior, and effectiveness, while examining the contribution of the variable of organizational culture, which has been mentioned in the literature as influencing the level of school effectiveness. Till now researches on the topic have examined hypotheses and cases that isolated relationships between the variables such as autonomy and organizational learning and leadership and effectiveness.

The research goal is to examine the factors that influence the school effectiveness while examining the impact of the organizational culture, the learning organization, and the style of leadership on the school effectiveness and their contribution to the improvement of the school effectiveness. The main research question is: What is the nature of these relationships and are they different from one another in power, direction, and nature?

Since the research was performed as a quantitative and qualitative field study, the values presented regarding the variables examined in the research are based on the perception of the research subjects of the research variables in the schools and their evaluation of the degree to which the research variables contribute to the school effectiveness. This subjective method of measurement is characteristic of most of the researches in the sociological realm for the examination of the impact of factors on the school effectiveness.

It is hoped that the research study will contribute to the development of educational theory and practice in school management.

The Theoretical Background

According to Jankowicz (1995), the review of the theoretical background will be performed in an approach that goes from the general to the particular, namely, an idea is identified, when the research must be focused when dealing with the research questions and hypotheses that will be examined. The present chapter includes and addresses the research variables and is conducted in the following order:

- Review of the variable of leadership and the indices included therein.
- Review of the variable of the learning organization and its indices and implications.
- General review of organizational learning.
- Review of the variable of organizational and school effectiveness and the implications on the school.
- Presentation of the relationships among the variables.
- Summary of the important points in the theoretical background.

1. Leadership

The function of the principal (as manager) was examined from many aspects. The dissertation addressed the principal as the formal leader of the school. The leadership is achieved through a process / ongoing activity in which the principal as leader influences the activity of the members of the group (the school faculty). The leader is the main role holder in the determination of the organizational ideology and its goals in the given situation. (Cartwright and Zander, 1953)

The concept of 'leadership', according to Cartwright and Zander (1953), is defined as a process in which the individual influences the activity of the members of the group and has a main role in the determination of the goals and ideology in a given situation.

Throughout history, researchers such as Plato, Aristotle, Machiavelli, and Marx have noted that leadership is an innate trait and therefore we should focus on the person, his characteristics, and his traits.

According to researchers, people who are found in positions of leadership are found above the average in terms of intelligence, education, originality, responsibility and accountability, social participation, and socioeconomic status. The researchers Tab and Manheim (1956) assert that the leadership is achieved through a process in which the leader defines the goals of the group, leads to the achievement of the goals, and provides the requirements and needs of the members. Namely, managers are distinct in their leadership style. This aspect is based on the perception that sees the manager as a formal leader in the organization in general and in the school in particular.

1.1 Approaches to Organizational and Team Leadership

1.1.1 The Trait Approach

A description of leadership through terms of behaviors led to the development and definition of types of leaders according to the leader's mode of behavior during the performance of his role. The traits approach is a historical approach in research. It emphasizes the traits and psychological characteristics of leaders. These researches defined traits that separated leaders from people who are not leaders. The attempt to find shared traits and characteristics was only partially successful.

Much has been written on management and leadership. Researches on the topic can be divided into a number of approaches: the traits approach, the roles approach, the styles approach, and the situations approach.

Jennings and Markus (1989) found in their research a number of traits shared by leaders:

- *Physical traits* (energy).
- *Abilities and talents* (intelligence, cognitive ability, knowledge, discernment, decisiveness).
- *Personality traits* (self-confidence, integrity, honesty, enthusiasm, desire to lead, independence).
- *Social characteristics* (interpersonal ability, emotional ability, ability to inspire cooperation, tact, diplomacy).
- *Work characteristics* (drive to achieve, awareness of goal achievement, undeterred by obstacles, courage).

However, the researches do not agree on any certain prominent trait. It was found that in different leaders different attributes are emphasized, including the combination of a number of traits, such as ability to motivate and influence, charisma, verbal ability, intelligence, vision, belief, and determination.

A description of leadership in terms of behaviors led to the development of definitions of leadership according to the leader's mode of behavior in the performance of his role. Fuchs (1995), Gaziel (1987), and White and Lippitt (1960) identified three main types of leaders: authoritarian-centralist leader, democratic-decentralist leader, and delegating leader.

The authoritarian leader holds in his hands all the authorities and does not involve his subordinates in the decisions. He tends to constantly supervise his subordinates' work and does not provide much positive reinforcement / positive feedback (White and Lippitt, 1960).

The delegating leader is found in the middle of the continuum between the authoritarian-centralist leader and the democratic-decentralist leader. The authoritarian leader can act in partial cooperation through the delegation of authorities through the transfer of roles to others. However, he retains the right to veto and is the final arbiter (Fuchs, 1995).

The democratic leader has a democratic approach and expresses character traits. According to Benford (1979), the democratic person is considered a person whose democratic tendencies are deeply entrenched in the person's basic personality structure. The democratic beliefs are influenced by three types of relations: the relations between the self and the social atmosphere, the relations between the self and another person, and the relations between the person and himself.

Frumm (1958) coined the concept of 'authoritative personality'. He explained that this personality was shaped as a result of the implementation of mechanisms of flight from freedom exerted when sensations of loneliness and social detachment, expressed in anxiety regarding the loss of the place in society, take over the person. This situation leads the person to adopt for himself a certain ideology for the identification through it with a certain collective and in parallel to evince hostility and alienation towards any foreign collective.

Adorno, Frenkel, Levinson, and Sanford (1969) assert that an authoritarian person respects an oriented and forceful authority, with categories and stereotypes, and will evince the desire to control those weaker than him. He will avoid individual and internal experience and will prefer to rely on outer symbols of prestige.

The democratic approach does not suit the authoritarian figure, since it requires mutuality, equality, recognition of the individual's rights, and protection of minorities. The democratic method necessitates cognitive openness and cooperation with the requirements of others, when the authoritarian type lacks these capabilities.

Adorno et al. (1969) asserts that an authoritarian personality is characterized by independent thinking, stereotypes, and cognitive rigidity. An authoritarian person evinces considerable suspiciousness and lack of tolerance of opinions that differ from his.

Etheridge (1990) found that teachers are influenced in the field of the democratic atmosphere also from their relations with the management. An authoritarian management influences the flow of information and limits the information that leads to limited communication between teachers and the management and to the reduction of the teachers' involvement in the school system. A democratic management style is based on principles of equality, freedom, and rationalism and characterized by openness, friendship, and cooperation (McLaughlin and March, 1978; Shechtman, 1989; Zak, 1981). An authoritarian management style is based on principles on control and forcefulness and is characterized by lack of flexibility and stagnation paradigms.

Hallinger and Murphy (1986) and Zak (1981) found that schools with a democratic management organization style are frequently identified as effective schools characterized by a comfortable atmosphere in the teachers' room, cooperation among the faculty members, personal satisfaction, and a culture that encourages creativity and professionalism.

Shechtman (1990) found that good relations among faculty members are characterized by the same elements of freedom, equality, and rationalism that characterize the social climate in the democratic school.

The researchers Kirke, Patrick, and Locke (in Shechtman, 1990) found in their research that leaders share the following traits:

- *Physical characteristics*: energy.
- *Abilities and talents characteristics*: intelligent, cognitive ability, knowledge, discernment, decisiveness.
- *Personality characteristics*: self-confidence, integrity, honesty, enthusiasm, desire to lead, independence.
- *Social characteristics*: interpersonal ability, emotional ability, ability to recruit cooperation, tact, diplomacy.
- *Work characteristics*: push to achieve, awareness of goal achievement, is not deterred by obstacles, courage.

The democratic decentralist leader gives powers to the group and involves the members in the decisions. He leads the group but does not do as he wants; he uses the inner strengths of the educational institution (White and Lippitt, 1960).

The delegating leader is found in the middle of the line between the authoritarian-centralist leader and the democratic-decentralist leader. He can partially involve members, he delegates authorities by giving operational roles to others, but he is the final arbiter. He holds the right of veto in the decision making. (Fuchs, 1995).

The democratic leader expresses characteristics of the democratic personality. According to Benford (1979), the democratic person will be considered a personality whose democratic tendencies are deeply entrenched in the person's basic personality structure and influenced by three types of relations: relations between the self and the social atmosphere, relations between the self and others, and relations between the person and his self.

Frumm (1958) asserts that the person's surrender of his personal autonomy reflects a process in which the worker becomes enslaved to authority through the blind worship of the authority. In this situation, the person adopts for himself a certain ideology and identifies with it and through it with a certain collective. In parallel, this person will evince hostility, animosity, and alienation towards another collective.

An authoritarian person grants respect to a directing and powerful authority and will evince the desire to control those weaker than him. This person will avoid individual and inner experiences and will prefer to

rely on external symbols of prestige (Adorono, Frenkel, Levinson, and Sanford, 1969).

The democratic method is not suitable to the authoritarian method, since it requires reciprocity, equality, recognition of the rights of others, and protection of minorities. The democratic method requires cognitive openness and cooperation with the requirements of others. The authoritarian type lacks these characteristics. According to Adorono et al. (1969), an authoritarian personality is characterized by dogmatism, stereotypes, cognitive rigidity, and suspiciousness and lack of tolerance of different opinions.

According to De Bono (1988), the authoritarian personality does not have creative thinking and behavior. Lateral thinking is open thinking that accepts rigid patterns and combines different thoughts indicates the creative ability, with the goal of breaking through obstacles inherent in rigid opinions and prejudices. De Bono (1988) argues that the authoritarian personality does not have lateral thinking that is characterized by open thinking that refused to accept rigid patters and combines things in different ways. This thinking is closely related to creativity and its goal is to shatter paradigms and cognitive stagnation though the avoidance of experience that establishes and encourages a conservative approach.

De Bono (1988) and Landau (1991) found proof of a relationship between creativity and openness as cultural dependence that encourages changes and search and thus facilitates the shaping of the creative personality. According to Peach (1989), a democratic organizational climate encourages creativity, while Mead (1974) asserts that only an atmosphere of freedom and security allows an ongoing creative development process.

Research findings indicate that cognitive rigidity limits creative expression, while cognitive openness encourages it. Creativity exists in everyone but can be developed and cultivated with the impact of the environments. According to Landau (1991), proof of the relationship between creativity and openness can be found in cultures that encourage changes that facilitate the shaping of the creative personality.

Mead (1974) strengthens this approach and finds a relationship between a democratic atmosphere and creativity in many researches in

the field. Peach (1989) maintains that a democratic organizational climate encourages creativity, while Mead (1974) asserts that only an atmosphere of freedom and security allows growth and a creative process.

Researches address the fact that the relations of the teaching faculty in schools where there is a democratic atmosphere with the administration are characterized as a motivational system. An authoritarian administration limits and compartmentalizes the flow of information and the intra-organizational communication so that the involvement of the teaching faculty in the school management is low and limited (Etheridge, 1990). According to McLaughlin and March (1978), Shechtman (1989), and Zak (1981), a democratic management / leadership style is based on the principles of equality, freedom, rationalism, openness, friendliness, and cooperation, while an authoritarian management / leadership style is based on and characterized by control, forcefulness, closedness, foreignness, and lack of flexibility.

Schools with a democratic leadership organizational style are frequently identified as effective schools that include a good atmosphere in the teachers' room and a high level of cooperation among the faculty members, which facilitates the promotion of the personal, cultural, and professional satisfaction of the teaching faculty (Hallinger and Murphy, 1986; Zak, 1981). Good faculty relations are characterized by elements of open communication, equality, rationalism, and connectivity, all of which characterize the climate that exists in a democratic school and in successful organizations (Shechtman, 1990).

Blake and Srygley-Mouton (1968) developed the managerial grid, which is defined as the relationship between leadership and two dimensions: people orientation and task orientation. The managerial grid, according to Blake and Srygley-Mouton (1968), is divided into five relations:

- *Team leader*, emphasis on the faculty
- *Intermediate management*, compromising
- *Country club*, social leader
- *Authoritarian*, task oriented leader
- *Impoverished*, poor management, indifferent leadership

Blake and Srygley-Mouton (1968) maintain that the ideal leader is the leader who places a strong emphasis both on task performance and on the human aspects.

1.1.2 The Situational Approach

Hersey and Blanchard (1982) posited the situational approach that presented ranks of freedom of action that are characteristic of every style from the perception to balance between the workers' freedom of action and the style of management that is not commensurate with the style of leadership, when the ideal situation is the fit between the style of leadership and the style of management.

Hersey and Blanchard (1982, in Drucker, 1992) maintained that there is no one ideal style, since in certain situations exaggerated freedom for the workers may be disruptive. In their opinion, it is necessary to adjust the style of leadership to the situation in the field and to four ways of behavior:

- Telling – autocratic behavior, the task performance is the main thing.
- Participating behavior – the concern for people is the main thing.
- Selling behavior – combining task performance and concern for people.
- Delegating behavior – characterized by a low orientation for people and for tasks.

The success of the four styles and their impact depend on the organization's level of maturity and its ability to set for itself challenging yet realistic goals and its willingness to assume upon itself responsibility.

The leadership model of Bass and Avolio (2000) presents leadership as a continuum of abilities and behaviors with the highest impact ranging to behaviors with the lowest impact. On this continuum, it is necessary to focus the activity (goals) of the organization through its vision and the meaning attributed to the messages in a way that creates trust, determination, and consistency while encouraging the fulfillment of the independent ability and optimism for success. This follows a realistic evaluation and expression of optimism regarding the chance of change and success that includes abilities to achieve effectiveness, transformational leadership, an active or passive stance, and business leadership.

1.1.3 The Roles Approach

According to Mintzberg (1975), this approach focuses on the role of the manager or leader. Classic research emphasized the role of the manager in the planning, decision making, organization, rewarding, and supervision and control. The more modern approach presents a more complex picture.

A different approach is presented by the researchers Stajkovic and Luthans (2003). The managerial activity is based on planning and coordination, supervision of performance, problem solving and decision making, management of internal and external communication, while focusing on the management of the human resource.

The most comprehensive approach is presented in the model of Quinn and Cameron (in Senior, 2002) on the range of roles. The model enables the characteristics of management to be examined according to the organization's situation and areas of activity.

1.1.4 The Styles Approach

This approach focuses on the leadership and management style. The researchers use the term management and leadership style with the focus on behavioral characteristics of the manager or leader.

McGregor (1960) developed a simple one-dimensional model called the X Y theory. In this theory, he asserts that leaders develop a number of starting point attitudes towards workers and accordingly they determine their reference and mode of behavior towards the worker. Conversely, this behavior determines how the worker will behave towards his workplace and his superior. Hence, the researcher notes the relationship between the leader's attitudes and the worker's attitudes, which acts like a vicious circle.

According to the X theory, most people see work to be something unpleasant they do not want. Most people are not ambitious and they do not desire to bear the responsibility and prefer to be directed and managed. Most people display very little creativity for the purpose of problem solving in the organization, through the orientation to perform things motivated from the need to fill physiological needs and security needs. Most people in organizations need to be closely supervised and forced to achieve the organization's goals.

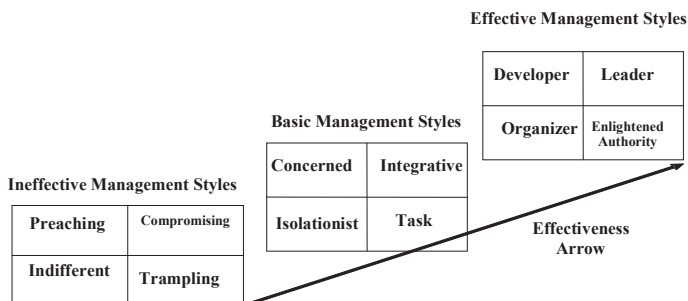
The Y theory asserts that work is a natural and pleasant thing (given that the work conditions are reasonable) and people have self-control and interest to display creativity to solve problems in the organization. People not only are willing to do things for their physiological existence and security but also are motivated by social needs, needs of appreciation, and needs for self-realization.

People can direct themselves and create to achieve the goals of the organization, if they are provided a supportive organizational environment (in Goldman, 1983).

McGregor (1960) further maintains in the Y theory that the managers develop a number of starting point attitudes towards workers and accordingly they determine their reference and mode of behavior towards the worker. Conversely, this behavior determines how the worker will behave towards his workplace and his superior. Hence, the researcher notes the relationship between the leader's attitudes and the worker's attitudes, which acts like a vicious circle.

Another approach is the approach of Reddin (1970), who differentiates between effective and less effective leadership and management styles.

Figure Number 1: The Three Dimensional Model of Reddin (1970)



According to the approach of Reddin (1970), it is possible to discern five styles of leadership:

- Indifferent (low effectiveness) – works according to the rules, minimal output, not interested in the task and in the people.
- Organizer (high effectiveness) – fills the directions, rules, procedures, reliable, supervises what happens, efficient, intellectual, logical, self-disciplined, loyal, and honest.
- Leader (high effectiveness) – supports teamwork and collaboration in the decision making process, creates commitment to meeting the objectives, and encourages high personal performance.
- Rigid trampling (low effectiveness) – induces a threatening spirit, critical, threatening, decides by himself, represses exchange of opinion and conflicts, demands blind obedience.
- Developer (high effectiveness) – balances, encourages talents, guides, supports, cooperates, active in motivating the workers, and maintains open communication.
- Preacher (low effectiveness) – averts conflicts, pleasant, likeable, concerned about being accepted, not interested in outputs, interested in happy relations, takes identification too far.
- Compromiser (low effectiveness) – excessive use of collaboration, submissive, weak, avoids decisions, emphasizes task orientation and human relations in inappropriate times, compromises, and searches for safe situations.
- Enlightened authority (high effectiveness) – decisive, takes initiative, diligent involved, and attributes considerable importance to outputs, quality, waste, cost, and profit. Conversely, is not sympathetic to the idea of collaboration or involved management.

The leadership model of Bass and Avolio (1993) presents the leadership activity as a continuum of abilities and behaviors as such that exert influence, to a greater or lesser degree.

1.1.5 The Leadership Approach

In the past decade, the accepted model for the assessment of leadership styles is the multifactor model of leadership styles of Yammarino and Bass (1990). This model is based on the fundamental assumptions made by Bass (1985) but it rejects the dichotomous distinction and proposes a quantitative characterization of the two leadership styles (Bass and Avolio, 1994, 2000).

This approach allows a characterization and assessment of the leadership style to be performed on two separate axes in regards to the pattern of transactional leadership that includes three dimensions:

1. Passive managing by exception – This dimension emphasizes the failures that occurred and the manner of correction. The followers act from fear and fear of errors, and therefore they develop a defense mechanism that acts to avoid responsibility or to conceal failures and thus avoid the use of learning mechanisms that constitute the basis of the ability to learn from mistakes.
2. Active managing by exception – This dimension reflects the ability to maintain the existing level of activity in the attempt to avoid ahead of time, to the extent possible, the creation of mistakes and failures. In this leadership pattern, the followers act out of fear and fear of mistakes and failures and tend to avoid experiences and risks and to maintain the nature of the work and the present performance level.
3. Contingent reward – This dimension emphasizes the dependence and relationship between the follower's performance and the reward that is given for good performance. Leaders who act according to this pattern clearly define the goals and objects, the others in the performance, and the achievement schedule when they define for every task the reward for it. The existence and success of the learning process greatly depends on the follower's degree of cooperation and personal motivation. An appropriate reward method creates in the follower a positive stimulus. In this approach, the leader encourages follower to learn constantly through the conditioned reward.

The transformational leadership model allows flexibility in the measurement and evaluation of the degree of impact between the

different leadership styles on the organizational processes. Transformational leadership includes four dimensions:

1. Individualized consideration – This dimension focuses on the organization's constant search for learning possibilities for the worker's development, through the encouragement of the worker to assume responsibility for the performance of tasks while reducing his fear of making mistakes. This pattern of behavior encourages teamwork and sharing of knowledge, which encourages cooperation and willingness to perform the tasks that permit ongoing learning. (Popper and Lipshitz, 2000).
2. Intellectual stimulation – This dimension emphasizes the importance of the leader's examination of activity from different perspectives, for instance, through personal and group encounters and the invitation of 'constructive criticism' that encourages thinking and a critical approach and cooperation to improve performances and learn from the mistakes of others.
3. Inspirational Leadership – This dimension focuses on the assimilation of the perception of the importance of the investment in the present as a way of creating a different, improved reality.
4. Idealized influence – This dimension presents the importance of the assimilation of a culture for the encouragement of learning and the need for the constant investment in transformational leadership as encouraging motivation to constantly improve performances and refresh the personal, group, and organizational knowledge (Senge, 1995).

In addition, the model enables the identification of each one of the dimensions that comprise every leadership style, so that it is possible to examine separately the impact of the different aspects of every style on the behavior patterns in the organization. Researchers emphasize the importance of leadership and the impact on the achievement of the organizational goals and on the level of performance. According to Schein (1992), in effective organizations the transformational leadership style is more effective than in organizations where the transactional leadership style is implemented: the impact of the transformational leadership style is greater on the followers and encourages them to aspire to a performance level of personal excellence (Bass and Avolio, 1990).

The difference in the level of effectiveness between the leadership styles was confirmed in empirical researches of Bass (1997), who found a negative relationship between the level of transaction and the level of performance. Dvir, Eden, Avolio, and Shamir (2002) found a circumstantial relationship between transformational leadership style and the worker's performances.

1.2 The School Principal as a Leader

The role of the school principal is perceived as that of an educational/pedagogical or instructional leader. The school principal is responsible for the achievement of the goals and objectives of the educational system over which he has charge.

A specific definition of the concept of educational leadership was not found in the review of the relevant theory. Bass (1990) attempted to answer the question 'what is educational leadership?' and found that there is no consensus among the researchers regarding the precise definition, conditions of existence, and types of educational leadership.

The prevalent assertion is that the leadership should not be seen as a one-time trait or phenomenon for a set period of time; rather, it is necessary to examine the leadership as a continuous process that acts on the team and group between the leader and his followers.

Leadership is the ability to create and plan changes that are sought in the existing reality and that may influence the group's behavior, professional culture, and reference to its environment. In the process of leadership, the leader brings his followers to realize the shared goals.

Silins (1992, 2000) and Reitzug (1994) write about principals who are leaders and who are different from other leaders in their approach to innovation, when they do not act according to the authoritarian approach and with autocratic behavior. Rather, they act according to the team behavior approach, which incorporates task performance and concern about people. These innovative leaders/principals are focused in their activities on the formation and promotion of the organizational activity and on the adjustment of behaviors to achieve the organization's goals through orientation and cultivation of the school human capital.

An organizational climate of this type requires the ability to channel energies, time, and management process ability to achieve the shared goals, when in the process approach there is a reciprocal system of relations of 'client' and 'server' to which the leadership process is directed. Hence, the leadership process includes a collection of abilities and activities that are supposed to lead the followers and the organization, at the leader's initiative, from the existing situation to a better situation (Conger and Kanugo, 1992).

The present perception maintains that it is necessary to not rely solely on personal charisma but rather on leadership as a perceived learned trait. Since this perception allows functional flexibility, creative and innovative thinking with the focus on human resources / the worker as an individual in particular and on the workers in general so as to implement the Gestalt principle (the whole is greater than the sum of its parts), it creates a competitive advantage.

According to Fuchs (1995), the leader must have a vision and aspire to realize it using his management partners – the school staff, the teaching faculty, and the community.

This type of transformational leadership leads and focuses the school principal to engage in the construction of the leading forces, the creation of an organizational climate, and investment in a supportive and professional work environment. This type of environment enables the growth of an internal leadership that shares the decision making process. According to Goldring and Rallis (1993) and Bacharach and Conley (1989), this type of work environment and organizational climate is based on loyalty and conformity established on a shared educational vision, feedback, and supervision and criticism of performances to achieve quality in teaching.

Friedman (1995) notes that as the workers' involvement in the decision making process increases, so too does their degree of involvement and commitment in the areas of organizational activity, thus ensuring an improvement in the organization's performance and promoting the development of a supportive and professional work environment that leads to teacher empowerment. The empowerment process is linked to the ability of personal growth and development of skills and abilities and these instill in the person a good feeling in regards to himself and allow him to cope and act to achieve his goals.

According to Sadan (1993), Ozer and Bandura (1990), and Rapport (1985), empowerment is based on the belief that education and culture are two traits that are found in the teacher and that help his abilities. Therefore, teachers in the school need a guide, a director, a leader and appropriate opportunities to express their personal ability.

Reitzug (1994) defines teacher empowerment as the transfer of the center of gravity in the decision making process from the school principal (the supervisory rank) to the teachers (the performing rank). This process is expressed in the involvement of the teachers in the decision making processes related to the determination of the goals and the formation of the school policy. Teacher empowerment takes into consideration the teachers' professional judgment and entails the involvement of the teachers in the determination of curricula derived from the general program with the increase of the teacher involvement in the supervision of the school and in the changes of the teaching methods. This approach allows the increase of the teachers' autonomy and the teachers' professionalism – and this increase may lead to the improvement of their employment conditions.

Leithwood, Begley, and Bradley (1989) assert that the determination of the goals by the staff and not by the principal alone and the construction of action strategies that are supposed to train the staff to cope independently, without direct supervision on future situations and possible crisis situations, hints at a different role and a democratic style of leadership and behavior.

The school in the 21st century will act in an environment that is totally different from the 20th century work environment. The school needs to function in a computerized communication environment and to organize to provide lessons in multimedia environments and in virtual classrooms. The level of competitiveness will increase and a higher level of adjustment to the clients' requirements will be required of the educational system. This environment will be characterized by invasiveness and competitive aggressiveness. Therefore, the leader's/principal's environment will necessitate new abilities. (Fullan and Stiegelbauer, 1991; Hergraves, 1994)

School principals are required to be steadily more aware of the environment and its elements and to act with the consideration of the elements of its action. Researches performed by Krug (1992), Griffin

(1990), and Weber (1990) examined the school principal as an educational leader and noted that the primary activity of the educational leader / principal is characterized by five primary roles:

1. Formation and development of the educational vision: The principal/leader defines the school objectives and goals. He is responsible to see that the educational policies and objectives are accomplished, with the involvement of the educational staff, and to create an institutional social and scholastic climate.
2. Resource allocation: The realization of the educational vision, which includes school objectives and goals, will lie in the allocation of resources that include guidance and instruction in the professional and administrative realms.
3. Supervision, control, and evaluation: The principal/leader fosters a high level of orientation on the achievements, determines standards of teaching quality, and conducts supervision to measure the students' pace of progress and level of achievements. The principal is directly responsible for the performance of his teacher's pedagogical work on the highest level of quality, through the direct and indirect supervision to achieve their personal objectives and progress in the work programs and the focus on the weak and strong points, advantages and disadvantages in the curricula. Thus, he directs to the achievement of the improvement of the school performances and level of effectiveness.
4. Development of the teaching staff: The principal/leader focuses on the cohesion and development of the teaching faculty, the development of personal and professional growth programs for the entire school staff. He invests time in the development of abilities and skills for the realization of his teachers' personal abilities. The principal/leader approach must be supportive, encouraging, and critical of the work.
5. Coordination between the school and the outside environment: The principal/leader is required to engage in the construction of the powers that lead the school, in the creation of an organizational climate, in the development of a supportive and professional work environment that requires the growth of

internal leadership and the involvement of the teachers' staff in the processes of decision making, a collegial environment, and the construction of a shared educational and organizational vision, and control of teaching quality. (Bacharach and Conley, 1989; Bass and Avolio, 1993; Goldring and Rallis, 1993).

According to Zaleznik (1997), the school principals must realize a strategy of the creation of a change in the new organizational reality of the 21st century. This behavior requires the leader to periodically examine his ways of behavior and leadership. Active leaders shape ideas, adopt new positive approaches, influence the moods, inspire expectations, and build aspirations and goals in the direction that the organization chooses.

Sashkun (1990) maintains that the leader's ability originates in his vision and effectiveness through active attention, creation of enthusiasm, consistency in leadership and attitudes, honesty and respect for others, and inspiration of sense of confidence, resoluteness, and reward for performances.

1.3 Summation

The academic literature has found a relationship between organizational style of leadership and organizational learning and learning processes in actuality. The literature explains that leadership is an intervening variable that influences the worker's level of motivation and behavior related to the organizational learning (Lipshitz, Popper, and Fridman, 2002). Different aspects that comprise the transformational and transactional leadership styles show that there is a relationship between the degree of the principal's commitment to learning processes and the leadership style (Amitai, 2000).

Schein (1992) found that there is a positive relationship between the leadership style and the organizational culture, so as to ensure the organization's survival in the changing stormy environment. The leader acts to preserve the organizational culture so that it will constitute a solid basis and impetus for the improvement of the organizational learning constellation as a culture of the 'learning organization'.

Samuel (1990) explains that an organizational culture is perceived by the leader as a management tool through which it is possible to

improve the organization's effectiveness and to promote its business success. Samuel (1990) further maintains that shared norms, values, and beliefs adjusted to the organization culture facilitate the development of behavioral codes shaped by the organization leader as an additional means for the improvement of organizational effectiveness.

Other researchers assert that there is no one culture in the organization, since every organization has units inside, and these units produce sub-cultures in the organization that are influenced by the shared experiences of the unit members (Martin, 1992).

The leadership style is the way in which the leader motivates his followers and the principal leads the teaching faculty in the school. There are several styles of leadership. Some leaders adopt an authoritarian leadership style and force the followers to behave in a certain way. In contrast, there are democratic leaders who involve their followers in the decision making process, seek the counsel of the administration staff in the school, and even delegate authorities.

The model of leadership style in general and of management in particular is aimed at describing the relationship between two behavioral systems. In the professional literature reviewed in the section showed a relationship between the level of readiness of the followers, who are elements of the system, and the style of leadership of the managers.

It appears that there is no one leadership style suitable for all. According to Zaleznik (1997), the leadership style is perceived as a learned trait.

Leadership should know to combine teamwork, incessant dynamism based on flexible leadership, innovation, creativity, and focus on the person as an asset. The leader should have a vision and can realize it using his partners in management (Fuchs, 1995; McLaughlin and March, 1978; Shechtman, 1989, 1990; Zak, 1981).

We live in an era of technology, science, and information. Consequently we are influenced by the rapid pace of changes in all areas of life, changes that do not skip the school and that require the school heads in Israel to cope with new challenges. The style of leadership is tied to motivation through inspiration and emotional connection,

charisma, personal example, and ability to motivate people to perform the unbelievable.

The researcher concludes from the review of the literature that there is an agreement among the researchers that there is no ideal leadership style and that the use of management style depends on complex factors such as the organization's nature, management rank, type of roles, and level of maturity and professionalism of the workers.

According to Drucker (1992), the leader is required to refer to leadership as a responsibility and not as a rank and privilege. When things go wrong, the blame is not cast on others. He further maintains that since a purposive leader knows that he and not another person is responsible, he does not fear to empower his colleagues and his subordinates.

Drucker (2000) also holds that different people need to be managed in different ways. Hence, the leader is required, with vision and ability to understand power and characteristics of the impact of the information technology on the work environment, the benefit of instruments for productivity control. According to Inbar and Pereg (1995) and Hesselbein, Goldsmith, and Beckhard (1997), the leaders must adjust themselves to the changing reality in the organizations over which they have charge. The leader's effectiveness is examined through the management leadership style he has.

Today it appears that the activation of a teaching faculty requires more than management abilities. The teacher of today is professional and educated and is no longer willing to work under formal authority and to be satisfied with a salary as a motive for excellence; he wants to be led by a leader who sets for him challenges, provides a personal example, and motivates him through vision and inspiration.

The transition from management to leadership is also possible on the level of work teams but it necessitates constant training, personal learning, and willingness to constantly personally improve. Principals of the schools of the future will be required to have personal abilities and skills that lie beyond management and leadership, support of the workers, formation of an open climate, assessment, counseling, worker instruction, and allotment of resources for task performance. Their managerial leadership will be trained and will focus on the ability of

flexible management and the ability to identify future directions with the integration of an overall systemic viewpoint. Principals of the schools of the future will be required to have the ability of strategic organizational prediction, performance of coordination actions and of improvement of the organizational supervision and inspection constellations, and the increase of the school's 'business' flexibility, through the adjustment to act under constantly changing environmental conditions.

According to Friedman (2000), schools will no longer be loose organizations but will be organizations that operate in an open system that parallels other existing organizations in the community public sector.

The theoretical and research literature for the most part engages in the impact of the senior management ranking in organizations on the organization's achievements. Conversely, the scope of the researches and the literature on the impact of the middle ranking and low ranking managers on the achievements of the organization are more limited.

The researches of Bass and Avolio (1990), Yammarino and Bass (1990), and Popper and Lipshitz (2000) present empiric facts that teach that the transformational and transactional leadership style, when it develops in all levels of management in the organization, facilitates the promotion of the motivation of all the workers and improves the organization's performance.

2. The Learning Organization and Organizational Learning

2.1 Organizational Learning as a Part of the Learning Organization

Today, in an era characterized by rapid changes and accelerated technological development, which leads to dynamic competition among organizations, there is a change in the attitude of clients and consumers. The constant need to adjust the firm's product to the clients' 'taste' depends on the organization's ability to learn and analyze their clients' needs.

The present research addresses organizational learning as a part of the definition of the 'learning organization'. In recent years, with the intensification of the competition, organizations are required to improve and to display the ongoing ability on the level of the organization, the group, the team, and the individual. The researcher found in the literature broad agreement that today *the process activity in the 'learning organization' contains organizational learning and helps the organization renew itself constantly through the adjustment of normative organizational behavior to regular learning.*

According to Dogson (1993), Schein (1993), and Silins et al. (1998), organizational learning helps develop constructs, constellations, and methods that allow the organization to adjust to the changes that are occurring in the organization's environment. Namely, the result is the learning organization. Today, the accepted approach is systemic organizational learning that integrates all the ranks of organizational knowledge created in the different organizational processes. (Garvin, 1993)

Hence, the learning organization includes the organizational learning ability of a third order that allows the organization to develop the ability to correct and improve its processes. According to Lavi, Amir, and Dinar (2000), in third order organizational learning the organization learns from its internal and external work processes so that the realm of the system includes reference to the business environment as well. This definition includes all the elements of the 'learning organization' and organizational learning.

Parallel systemic learning emphasizes the development and design of a parallel and complementary mechanism that allows the pan-organizational learning to be assessed, furthered, and improved; this is the 'learning organization' (Bushe and Shani, 1991). According to Dogson (1993), Ellis (1993), Garvin (2000), Gliberzon (2000), and Lipshitz and Popper (1993, 2000), the adoption of the organizational learning approach or culture helps the organization in the process of growth, renewal, and adjustment to environmental changes. This is a result of the adoption of abilities and learning methods that allow the organization to improve its performances, to research failures, to draw conclusions, to exploit weaknesses and make them strengths, and to transform threats to success. The adoption of the approach of the learning organization allows the firm's management to optimally manage the firm's internal and external resources to maximize the firm's performances ability.

According to Collins and Powers (1995) eighteen exemplary companies were built for forever. A shared vision on the simplest level is essential to the learning organization, since it focuses the organization and incites it to act to improve the learning mechanisms. Learning occurs in the organization when people aspire to realize something that is very important, which constitutes 'fuel' for the creation of enthusiasm in the context of the vision that they want to realize.

The learning organization approach, according to Senge (1995), is based on the perception of the creation of 'creative tension', which originates from the gap between the reality and the vision. Therefore, the initiator needs to think how to reduce the gap, since the organization that succeeds in realizing the vision is a creative organization, which reinforces and furthers the inner and outer organizational communication, improves the process of worker motivation, and encourages the transformation of inner knowledge to externalized information.

The academic and applicative literature presents a large number of organizations such as 3M, IBM, McDonalds, and Southwest AirLine, in which the learning organization philosophy has been implemented as a means of motivating the organization to achieve competitive advantage, innovation, and functional improved effectiveness (Gliberzon, 2000; Reshef, 2002; Senge, 1994).

The processes of the assimilation of mechanisms of an organization-wide learning culture require the ability to internalize a structural mechanism of organizational learning. The goal is to help and support the organization's strategic goals and to allow the organization functional flexibility, the improvement of competitive ability, the crystallization of a management perception, the increase of the level of cooperation and teamwork, and the improvement of the product and service quality. (Cantor and Bar-Dror, 2001; Lavi, Amir, and Dinar, 2000).

The interest in the topic of organizational learning is increasing, since managers of organizations have understood the contributions of the learning abilities as means of improving the organization performance and the learning as a factor that improves the synergetic organizational ability versus the external environment in which the organization acts.

Argiris (1999) and Senge (1999) found that organizations that implement organizational learning constellations more successfully cope with environmental changes. Barr, Stimpert, and Huff (1992) confirm the hypothesis that there is a strong positive relationship between organizational culture and organizational learning. These organizations cope better in extreme situations characterized by constant innovation, since their learning abilities are rapid. Consequently, these organizations have the ability to pull ahead of their competitors in the identification of threats and business opportunities that increase the organization's survival ability and even boost its development. The organization's life cycle reflects the stages of organizational learning. The reflection is in the 'spurts' during the organization's life, structural changes, as a solution for the clients' needs and the changes in the target market, which allow the organization to function in the long term (Levy, 2000).

According to the theories reviewed here, the renewal, growth, and survival of the organization depend greatly on the organizational learning ability, through the constant improvement of the independent and organizational learning mechanisms. The organizations must act in the constant search for innovative learning formats and methods to improve their chances of succeeding and of reducing situations of failure and to acquire the ability to analyze, draw conclusions, and perform corrective activity. Learning activity helps the organization's management to increase the effectiveness and to improve the inner human capital in an optimal manner and to maximize the use of previous external resources.

2.2 The Learning Organization: Definitions, Characteristics, and Goals

Organizational learning as part of the learning organization has different definitions in the literature, which come from different aspects and are represented through different models. Popper and Lipshitz (2000) propose structural organizational learning, Walsh and Ungson (1991) organizational memory, and Argiris (1999) mental models.

Extensive agreement among the researchers on the importance and contribution of organizational learning to the improvement of the organization's performances is found in the scientific literature on the topic. In approaches of the new economy there is a tendency to define and refer to organizational learning as a 'positive quantitative improvement in the productive activity', when there is a strong positive relationship between organizational learning and the improvement of the organization's competitive ability.

The organizational learning helps the organization renew itself continuously through the adoption of normative organizational behavior of regular learning. According to Dogson (1993), the concept of the 'learning organization' means the attempt to develop structures, designs, and methods that allow the organization to adjust to the changes that occur in its environment.

Mary (1997) presents the learning organization as a system that renews itself and changes constantly and improves its performances versus its clients on the principle of the constant circle of improvement, PDCA – plan, do, check, and act. Thus, it changes its configuration, design, and structure through perception, experience, and action.

Huber (1991) defines the learning organization as an organization that optimally identifies and provides its clients' needs and adopts for itself perceptions and ways of action that are commensurate with the changes that occur in the business environment. In other words, it is an active organization. Senge (1995) classifies the learning organization as an organization that updates constantly its business goals and objectives on the basis of the increase of the adaptive ability to environmental changes, the cultivation of the organizational vision, the development of new skills, and the refreshing of existing mental models.

Organizations can be included in the definition of the learning organization only if they are committed to learning at all levels of the organization (Cantor and Bar-Dror, 2001; Samuel, 1990). The learning organization can be defined as a process of learning that helps draw conclusions from the organization's 'personal experience' and from other organizations' experience, a process characterized by the introduction of changes, improvements, and innovations and by the adjustment of the organizational structure and its functioning to the environment where it operates.

Show and Perkins (1992) maintain that the learning organization indicates the organization's ability to draw conclusions and implement them from the enlightenment obtained from outside factors and the transformation of this insight into a process of learning from errors. In the learning process new knowledge is acquired that is retained in the organization and its products promote the operational ability through the improvement of the effectiveness of the organizational processes.

The researcher maintains that the existence of an investigative process and the drawing of conclusions is a foundation stone in every organization for the assimilation of learning mechanisms. Through the investigation, the organization learns the roots of the fault and improves its operation to the point that it completely prevents the recurrence of the fault while improving the product quality and reducing the lack of quality that derives from internal and external failure.

Garvin (1993) classifies the learning organization as an 'organization' that is skilled in creativity and in acquisition ability, transmission and dissemination of knowledge among the units in the organization and that has the ability to conduct behavioral and cultural change according to the knowledge and insights acquired.

Levy (2000) defines the learning organization as an organization where the people persistently improve their operational ability through the cultivation of new patterns of thinking. There the people act together while increasing the organizational ability to absorb and collect information and make it into knowledge that facilitates improvement, renewal, and creativity in all their operational results on the level of units in the organization.

Popper and Lipshitz (2000) present two dimensions of the existence of the process of learning in the organization: the structural dimension, which is expressed in the learning mechanisms, and the cultural dimension, which is expressed in the learning culture.

The fundamental assumptions shared by all the approaches and theories are that all organizations have learning ability and they can change and renew their structures and functioning according to the changing needs. The learning processes in the organization continue throughout the organization's entire life.

Learning is an inseparable part of the individual and the organization. Observation of the shared perceptions of the organization brings about learning from the general public to the individual and the reverse as well. This perception reflects a process in which the members of the organization learn about relations between actions, processes, and results. The result of the learning is knowledge that is acquired, instilled, and disseminated among the organization members and that becomes valid when it is integrated in the organization's procedures. The learning organization will adopt for itself organizational learning activity ingrained and assimilated in the organizational culture.

Every learning organization is motivated by business goals and operational objectives that are aimed at and focus on the organizational activity and allow the organization to learn and improve its skills and learning processes. According to Senge (1995), the goals of the learning organization derive from the need to update itself frequently with new technologies and new knowledge, to acquire new abilities and skills, to re-design the organizational structure to create a climate and atmosphere of innovation and functional flexibility to adapt to the market needs. The organizational learning constitutes an integral part of the organization's culture and its mode of renewal.

The learning organization is characterized by the following main attributes.

1. Methodical solution of problems – Development of a culture and methodology for the solution of problems and for the discovery of the source of the fault/problem so that a solution that assures that the problem will not recur is found.

2. Openness to new methods and approaches – The constant need for the improvement of the business performances necessitates openness to the innovative adoption of technologies, processes, and management approaches, through the need to provide a solution to the frequently changing client needs.
3. Learning from past experience – Learning from my and other people's past experience through instruction, seminars, study days, postmortem processes, meetings with clients, and increase of the cooperation among organizations operating in the same market.
4. Sharing information in the organization – An organization that has its workers share the information in the organization and cooperate.
5. Systemic thinking – The development of the ability of holistic management through the focus on the system as a whole and not on its parts.
6. Personal skill – The development of personal commitment on the level of the single worker who develops and learns by himself using the organization's resources that are dedicated to this goal.
7. Mental models – The ability to understand, critique, and change thinking patterns, the ability to learn and conclude regarding the reality, on the basis of different fundamental assumptions and to free the self from existing paradigms.
8. Shared vision – The ability to build together a future concept that creates and leads to the increase of the personal and organizational commitment to the achievement of the vision and its goals.
9. Group learning – The group ability to create a dialogue and exchange knowledge on the basis of intra-organizational communication that encourages dialogue, transparency, and partnership (externalization of) in the knowledge (Senge, 1995).

A successful learning organization is identified as an organization in which there is belief, appreciation of innovation as an important element critical to the long term success of the organization. It creates an organization culture and climate that encourages constant personal and group learning through wiliness to take risks, learn from failures, draw

conclusions, and make opportunities for the constant improvement of the organization.

A successful organization designs its systems and work processes so as to strengthen the learning culture and it rewards its people for their achievements. Consequently, an atmosphere that encourages innovation through the taking of calculated risks, flexibility, and independence is created. The organization adopts tools and methods to analyze failures and manages knowledge to avert the recurrence of the mistakes of the past and to constantly improve the quality of the products and processes.

A successful organization develops leadership that can look into itself, that chooses workers with the ability to learn and be cognitively flexible, through the development of learning constellations for the ability to change paradigms and skills using problem solving tools. In the successful organization, the organizational structure reflects the focus on the client at all levels as the organization aspires to organizational excellence on the level of service and quality as leading values and develops tools for the collection and analysis of data from the internal and external environment. The organization acts with the belief that open communication facilitates the exchange of ideas, knowledge, and information and helps it operate better and allows it to compete with the leading firms in the market (Globerzon, 2000; Levy, 2000; Rozenal, 1999; Shani and Mitki, 1995).

2.3 Learning Processes in the Learning Organization

The transition from learning on the level of the individual to learning in groups on the organizational level is extensively discussed among researchers. Some researchers assert that organizational learning is no more than the sum of the knowledge of the workers in the organization and it occurs only in the workers' minds and through their experience (Simon, 1991). According to the researcher, this represents the equality of worth of the human capital in the firm. Researchers such as Schein (1993) maintain that organizational learning is not a product of the workers' learning but an intermediate product in the stage of the learning organization. Therefore, the processual organizational architecture includes norms, values, routines, and organizational culture. The learning organization in its basic perception includes within the processes of the multi-systemic organizational learning that collects all

the ranks of the organizational knowledge created in the different organizational processes.

Senge (1995) emphasizes that the realm of organizational learning is a foundation stone on the road to achieve the learning organization, which begins with the development of a dialogue on the level of the work groups in the organization that facilitates the development of shared thinking. Senge (1995) further asserts that if the group does not have the ability to learn, then the organization lacks the ability to learn.

The approach accepted today is based on the distinction between two concepts: learning in organization, which is learning that is performed by individuals in the framework of the organization, and learning by organization, which is learning that is performed on the organizational level that includes, for instance, mandatory courses.

Learning in the organization means that learning is performed on the level of the individual worker who acts to acquire knowledge and/or a new skill, while the learning organization is a concept that refers to the organization becoming the learning agent of itself. This pattern of learning begins when members in work groups exchange among themselves information and knowledge and cooperate to improve the group performances. The group achievements are externalized and the knowledge becomes the province of all as long as the knowledge and skill accumulated in the group are assimilated in the organization among all the members of the other groups. This group dynamics develops behavioral and cultural change, which motivates improvement in the activities of the firm (Popper and Lipshitz, 2000).

This approach teaches that to motivate effective learning three primary conditions must exist, including (1) the individual's learning from orientation on the organization's goals, (2) the existence of intra-organizational communication among the workers and different groups in the organization, and (3) learning and internalization of knowledge that derives from the pan-organizational interaction.

The process described above is based on a system in which the individual worker has a key role in the framework of the learning and the creation of a basis for organizational memory. The individual worker motivates the activity of the 'acquisition' of information for the organization and is responsible for its dissemination in the organization.

Sometimes these stages are performed in the framework of an improvement team or a specific work team.

According to Cantor and Bar-Dror (2001), the individual worker is today perceived in the new era as an organizational resource that comprises the organizational capital and intellectual capital of the firm and that is more important than material capital. The worker creates reputation, goodwill, and added value, which constitute a basis for the achievement of the firm's competitive advantage in the market and among the clients. Sometimes the individual's empowerment can detrimentally impact the learning process in the organization, since different workers are found in different roles and positions, which may allow them to dispute the supreme importance of the organization's goals and promote their personal goals (preferences).

Ellis and Shenkar (1994) maintain that the managements of firms functioning in a hyper-competitive environment expect their workers to exploit their ability, talent, and knowledge to create business innovation that comprises the organizational 'fuel' for the development of the business. This approach sometimes grants the individual power and strength and a position of bargaining that sometimes may sabotage the process of organizational learning.

The learning organization has been perceived in recent years as an organization in which the learning is based on a learning culture of individuals who disseminate the accumulated knowledge throughout the organization and inculcate (assimilate) this knowledge through an organizational portal, the meetings of work groups, discussions, and an intra-organizational instruction framework. According to the researcher, the learning on the level of the individual worker in the organization constitutes an essential condition of the motivation of effective organizational learning, which will be achieved only when it occurs in all the units of the organization.

According to Reshef (2002) and Schein (1998), in learning organizations the culture encourages learning and personal development, when the culture is an important component in the firm's business strategy.

Innovative organizations instill in their workers a culture of learning through the ability to cope with changes that occur in the firm's

action environment and to transform them from threats to opportunities and from weaknesses to strengths. The organization encourages:

- Learning from successes and from failures in the organization or in competing organizations and from exceptional and unexpected events in the organization's environment.
- Identification of weak points and sources of failures that necessitate solutions through creative thinking and innovation.
- Changes in regulation, new opportunities, government encouragement to develop technological abilities and knowledge-rich companies.
- Technological changes such as transition to green technologies, geographic and demographic changes, patents, and new inventions.

The above sources of opportunity are only partial but represent types of opportunities that can motivate the organization to renew itself and learn and thus follow after the trends that indicate the future and provide business opportunities for the organization. Without a cultural basis and learning mechanisms, it will be difficult for the organization to realize these opportunities for organizational growth.

2.4 Types and Levels of the Learning Organization

The academic level differentiates between a number of approaches and types of organizational learning that to a certain extent complement one another and includes learning circles, levels of learning, system learning, and system parallel learning.

Shani and Mitki (1997) present three levels of learning: (1) the level of the individual learner in the organizational context, (2) the level of the learning staff / the group, and (3) the level of the pan-organizational learning.

- The individual's learning addresses his ability to enrich abilities, develop skills, knowledge, attitudes, values, and beliefs through new experiences and self-learning and internal insight.
- Learning in a team / group addresses the empowerment of knowledge, abilities, and abilities that derive from the interaction among the staff members.

- Organizational learning addresses growth, innovation, and creativity, which are achieved through activities and organizational processes that are focused on the creation of added value and a competitive advantage based on human resources.

According to Fiole and Lyles (1985), learning of a low level occurs in a given structure of an organization with a given structure of rules. This learning derives from repetitions and routines and it occurs in well-structured organizational contexts and reflects more changes in behavior. The sought-after result of this type of learning is a certain behavior and/or change on the performance level. Learning of a high level is learning aimed at the adjustment of laws and norms. This learning occurs through the development of abilities and the anticipated outcome is not only a specific behavior but also the development of a framework of reference of authority and a new cognitive system for decision making.

Garvin (1993) also ranks the organizational learning into three types.

- First order learning is learning that engages in the identification of details on the planning level versus the performance of adjustment to the procedures, etc. First order learning is reinforcing and maintaining learning, since the organization's fundamental assumptions continue to exist and are not disputed.
- Second order learning is learning that challenges the organization's fundamental assumptions and raises questions regarding the organization's action principles and extant fundamental assumptions.
- Third order learning occurs when the organization examines the factors that disrupt / impede the performance of first and second order learning. The organization develops its ability to remedy deviances from the accepted norms and examines the basic assumptions upon which these norms are based.

Argiris and Schon (1996) emphasize the development of the individual's skills and learning processes as a basis of organizational learning. According to their approach, there are three types of learning circles:

- Single loop learning is the lowest level of learning that is reflected primarily in behavioral change. This learning is performed in the

organization that acts for the identification of faults and correction without changing its policy and goals. The organization is passive.

- Double loop learning includes a structured process of the identification of faults, the correction, the drawing of conclusions, and following the conclusions, the performance of change and adjustment of behavioral and operational norms of the organization and of the business objectives. In this learning there is a high level of involvement and re-design of the processes, activities, and mental models, and consequently, there is a change in the organization's attitudes and business perception.
- Deutero learning occurs when the organization members learn from previous episodes of learning (success stories of other people), develop new learning strategies, and evaluate their contribution to the organization.

Senge (1995) uses the concept of qualities of thinking to describe the loops. First order thinking is when the organization examines the relationship between activity and result. Second order thinking is systemic thinking in which the organization examines assumptions in regards to the relationship between action and outcome.

According to Lavi, Amir, and Dinar (2000), in third order thinking the organization learns both from the work processes and how to learn better and to extend the definition of the relevant system. Thus, the system can include reference to both the external and the internal business environment.

Systemic learning according to Senge (1995) focuses on the re-design of the existing organization through the emphasis of the development of the learning skills of the individual, the team, and the group. The learning occurs through the development and use of expertise and specific skills through the encouragement of reciprocal relations between different process elements that influence the level of the learning.

Parallel systemic learning emphasizes the development and design of a parallel and complementary mechanism that enables the assessment and improvement of the pan-organizational learning (Bushe and Shani, 1991).

2.5 Learning Organization as Input versus Output

Some researchers address the learning organization and the learning process in one of two ways or in both ways together, as input and as output. Some theories address the organizational learning as input, through the reference to the different activities that the organization performs to acquire knowledge and perform the learning action.

In the organizational theories, there is considerable emphasis on the understanding of the development of the learning organization and learning. In general, theoreticians define the learning process as the way in which the organization builds and adds knowledge and ways of action through the organizational culture and thus in essence adopts and develops organizational effectiveness through the improvement of the human abilities of the organization's workers. This approach necessitates regular cyclical activity that is performed continuously in changing intensity according to the organization's ability and to the organization's interaction with its environment.

The review of the literature shows that most researchers separate between input and output in the reference to learning. According to Marquardt (1996), the identified learning inputs are acquisition, creation, storage, dissemination, and use. According to Daft and Weick (1984), Huber (1991), and Walsh and Ungson (1991) there are theories that address the organizational learning process as six interrelated inputs (stages) that are performed cyclically in the following order: (1) look inwards, (2) information collection, (3) information interpretation, (4) information dissemination, (5) information conservation, and (6) change and implementation.

The researchers Levitt and March (1988), Senge (1995), and Wishartl, Elam, and Robey (1996) note that the theories address the learning organization in terms of output that examines the learning in the organization according to its results. Thus, the output in terms of the learning organization can be classified in two categories, when the main results are as follows:

- Cognitive results – These are expressed in the development of mental models shared by all the organization's workers. The models express the knowledge accumulated among the workers and reflect their perception in different topics related to the

contents of their work, which are presented as a model of event analysis, goal management, mapping of shared processes, making joint work assumptions, preparation of causal maps as a basis of the proposal of strategic and behavioral directions.

- Behavioral results – These address the organizational shared activation processes and routines that are customarily found in the organization and that guide the organization members in how they are to act to achieve the organization's goals.

2.6 The Learning Organization as a Structural Paradigm versus Learning as an Organizational Culture

The learning in the organization can exist in two paradigms: learning through information processing and learning motivated from the culture that encourages the development of mechanisms of the collection, processing, and dissemination of information in the organization. The learning in the organization as a culture focuses on the organization's action for the assimilation of values, norms, and mechanisms that motivate the behavior of the workers in the organization to act in a methodical circle of organizational learning through the assimilation of cultural behaviors that ensure long term continuity.

Popper and Lipshitz (2000) developed a dual cultural structural approach to organizational learning. The focus of the approach bases the organizational learning on two dimensions: the dimension of values and norms and the dimension of acquisition. These two dimensions are complementary. According to this approach, the integration of the structural dimension that includes learning mechanisms through acquisition, conservation, and assimilation of the knowledge with the cultural behavioral dimension will cause the improvement and betterment of the organization, to the point that it can be defined as a learning organization.

The result of this approach is that the learning organization is defined and identified as an organization that has a culture that encourages workers to share mistakes and errors while distancing fear and using examples of failures as an opportunity to improve and learn and refrain from repeating the same mistakes.

According to Reshef (2002) and Ron (1999), such an organization builds organizational and structural mechanisms that allow follow up after processes that occur in the organization and internalize the knowledge accumulated on the level of the individual and the organization. The existence of these learning mechanisms, along with a supportive and affirmative environment that encourages a learning culture ensures effective organizational learning ability.

According to Snell (2001), many organizations act to develop processes that will facilitate the improvement of the learning skill, perseverance ability, and personal and organizational commitment along with the integration of an ethical culture that helps the organization declare itself a learning organization.

2.6.1 The Learning Organization as a Structural Paradigm

The learning organization, according to this approach is an organization in which there are processes of information processing such as collection, conservation, analysis, and dissemination. According to the cultural structural approach, learning mechanisms are defined as institutionalized structures and managerial arrangements that allow the organization, collection, documentation, and analysis of information, the drawing of conclusions, and the dissemination and assimilation of knowledge relevant to the functioning of the organization and its members in a methodical manner. (Passig, 2000)

The researches of Klein (2000) and Nachmakim (2002) emphasize that the stage of data collection is the first link in the learning process and can exist independently without a relation to the coming stages. The result is that a tremendous quantity of information is collected but has no use. The stage of data collection constitutes the basis for the continuation of the learning process and constitutes a mechanism for the identification and collection of information in the inner and outer activity environment. Hence, the organizations that act in a dynamic environment must allot resources to a periodic survey of their environment as a basis of the organizational learning process from the need to perform adjustments to their business environment.

2.6.2 The Learning Organization as an Organizational Culture Paradigm

The learning organization according to this approach is an organization in which there are organizational values and norms that encourage the use of learning mechanisms. Schein (1990) defines an organizational culture as a normative system of shared values and beliefs that shape the feelings, emotions, thoughts, and behavior of the members of the organization (the workers). According to Schein (1990), the culture is created as a way of learning of the individual through the coping with problems of survival in the external environment and problems of internal integration. The culture includes experience from the past that may be effective in the coping with new situations in the future. The organizational culture as a culture has a most considerable impact on the manner of learning in the organization. One of the aspects of the organizational culture is expressed in the manner and scope of existence of the learning processes in the organization.

Kofman and Senge (1993) write on a culture based on human values such as love, compassion, caring, and concern, while Handy (1997) sees forgiveness, trust, and a feeling of 'togetherness' to be important characteristics that help the organization develop organizational learning mechanisms.

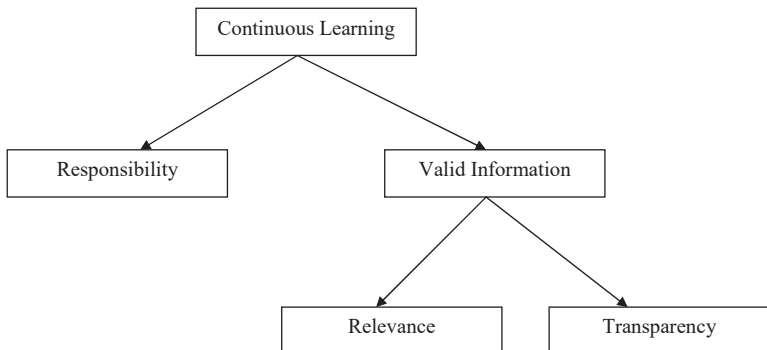
Snell (2001) asserts that two systems of moral values need to be positioned at the basis of the learning organization: values characterized by concern, acceptance, forgiveness, and caring and values characterized by justice and fairness to people. Fairness to a person, with the display of caring and concern, is a moral principle at the basis of a responsible culture that requires the development of organizational learning processes.

According to Shalaf (2001), an organization culture is a collection of philosophies, ideologies, values, beliefs, assumptions, expectations, and norms that are shared by all the workers in the organization.

The review of the literature showed that in successful firms there is a high level of identification between the individual's goals and the organization's goals and this congruence creates a high level of commitment to the learning processes.

According to the structural cultural approach, the learning culture is defined as a normative system of values, and beliefs that encourage learning through learning mechanism. According to Popper and Lipshitz (2000), a learning culture is created from a hierarchy of five interrelated and interdependent values. The existence of these values indicates the abilities of the learning organization. Figure number 2 presents the hierarchy of values of a learning culture according to Popper and Lipshitz (2000).

Figure Number 2: The Hierarchy of Values of a Learning Culture



At the pinnacle of the hierarchy is the value of continuous learning as the essential foundation of the organization's survival in an explosive dynamic competitive environment. The achievement of the value of continuous learning depends on the realization of four values: responsibility, valid information, relevance, and transparency; namely, the assumption of the personal responsibility on the individual's level for the personal learning and the learning from mistakes. The responsibility expresses commitment value in the success of the teamwork.

The organizational culture is based on responsibility. This promotes the organizational learning through the expression of understanding and tolerance of mistakes and involvement in successes and failures, through the focus on the beneficial systemic approach that is interested in examining the source of the performance of mistakes

from the systemic viewpoint from the goal to improve the achievements (performances) of the entire organization.

A second value required for the existence of continuous organizational learning is the use of reliable, complete, and correct information; namely, validity that allows the existence of learning on the basis of true data.

This behavior expresses a high level of cooperativeness among the members of the organization from the desire to achieve shared pan-organizational success. The value of transparency addresses the worker's willingness to reveal his actions to criticism. One of the roles of the manager in the organization is to create a cultural and psychological climate that inspires security and allows, through the management / leadership style, the existence of conditions of trust that influence the individual's desire to increase the transparency of his activity, without fear of harm as a result of mistakes and errors that derive as a structured part of the process.

The value of relevance addresses the judgmental aspect on the level of the events in a purposive manner and without personal considerations. The present research uses the four values of the learning culture as criteria for the examination and characterization of the learning culture in organizations examined through an instrument that checks the existence of an organizational learning culture in the school (Arieli, 1998; Coreland, 2000; Nachmakin, 2002; Popper and Lipshitz, 2000; Reshef, 2002; Schien, 1990)

2.7 Essential Conditions for the Existence of the Learning Process in the Learning Organization

Some researchers argue that learning in the organization occurs in any event, whether an attempt is made to supervise it or whether nothing is done. The organization changes in some manner and adjusts itself to the requirements of the changing environment. However, in the long term the distinction between effective organizations and non-effective organizations will be according to the ability and motivation to learn, which ensures that the organization will have a lengthy life span.

One of the explanations of organizational decline lies in the organization's inability to learn, which thus diminishes its ability to

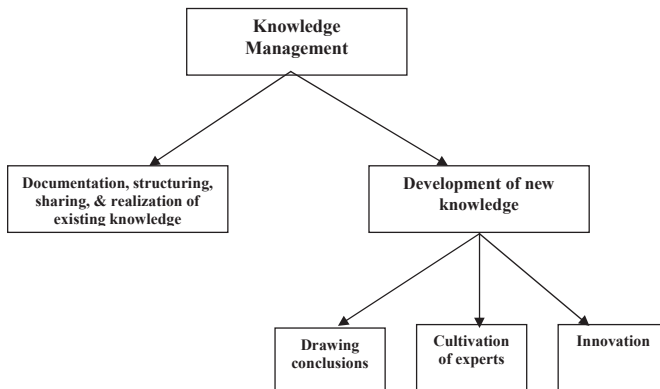
survive. The learning processes and the development of learning mechanisms in the organization are one of the conditions to ensure the development of the organization and the ability to act in the long term.

According to Reshef (2002) and Ron (1999), the learning processes in the organization are characterized by two primary elements:

- The structuring of organizational mechanisms that allow follow up after the organizational processes and the dissemination of knowledge to the organization members.
- A culture that encourages the workers to adopt openness and transparency, ability to learn from their mistakes and those of other people, and sharing of new knowledge, which derives from the cooperation in the organizational knowledge that comes from the ability to act integratively.

The following figure presents the path of knowledge management as a basis of renewal through integration with orderly work according to the rules, along with freedom for creativity that enables to learn and understand methods, to be partners in new activities that allow the organization to be led to improve its strength and to create social, community and pedagogical added value.

Figure Number 3: Path of Knowledge Management in the Organization



2.8 Evaluation of Cultural Effectiveness in the Learning Organization

Organizational effectiveness is measured in the relationships between the existence of learning mechanisms and the performance on the organizational level. An organization that implements a process of learning that includes collection, processing, conservation, and distribution of the information learns better and faster and thus has the ability to perform adjustments facing the changes that occur in its environment and to adjust itself more easily to its clients' requirements.

Organizations build developed and complex systems for information management. According to Huber (1991), an effective learning process in an organization is characterized by the organization's ability to change passive databases to active databases accessible to the workers and to update the information therein regularly with valid, pertinent, and open (transparency) information. The personal experience and knowledge becomes a pan-organizational potential for the improvement of business processes using innovation and creativity and their active management so that they will serve as an impetus for the exploitation of new business opportunities.

The measurement of effectiveness is an inseparable part of the organization's culture and especially in the learning organization. The review of the literature found comparisons between organizations where the climate encourages continuous learning and new learning mechanisms are developed with the goal of improving the organizational effectiveness.

This behavior, according to the researcher and according to the researchers cited in the present study, necessitates basic conditions for the motivation of the organizational learning processes in particular and organizational processes in general that influence the organizational learning effectiveness. Popper and Lipshitz (1998) identify five factors that influence the possibility of organizational learning:

1. Degree of stability of the organizational environment – The degree of stability of the organizational environment where the organization is located has impact on the organization's learning. When the organization operates in a turbulent and competitive environment, constant and ongoing learning is necessary to

increase its ability to cope in situations of uncertainty and business instability. (Wuthrich, 1998)

2. Degree of criticality (margin of error) – The space of possibilities and maneuvering at the disposal of the organization to make an error and the ‘price it has to pay’ when it errs. According to Popper and Lipshitz (1998), in organizations where the price of possible error is perceived as higher there will be greater use of learning mechanisms.
3. Level of professionalism of the organization members – The practitioners of occupations based on professional knowledge such as medicine, piloting, engineering, and education are characterized as professionals. In organizations where there is a large number of professional workers, the level of organizational learning activity is higher. (Wickens, 1995)
4. Level of organizational commitment – As the level of the individual’s commitment is higher, his level of motivation to work and to contribute to achieve the organization’s objectives is also higher.
5. The leadership’s commitment in the organization to organizational learning – As the leadership of the organization ascribes greater importance to the value of learning, the stronger the tendency is in the organization to use learning mechanisms. The manager is the main figure in the organization and his behavior greatly influences the organizational culture. When the management style strongly emphasizes the topic of the learning through the encouragement of behavior norms, there is a possibility of learning from the successes and failures of others and of the organization itself, through the encouragement of openness to increase the chance of overall organizational learning (Garvin, 1993; Popper and Lipshitz, 1998).

The five factors influence, according to the researcher, the intensity of the organization and the level of effectiveness achieved by it.

2.9 The Learning Organization: Empirical Researches

Many theories assert that there is a relationship between the learning organization and the adjustment ability and effectiveness. However, in actuality few empirical researches have been performed on the topic. The researcher chose to address three representative researches on the topic that represent the measurement of the existence of the learning mechanisms according to the structural aspect.

Medan (1996) conducted a research with the goal of examining the relationship between the learning organization and organizational learning as an ability of the organization to adjust to changes and effectiveness. The research rationale maintained that an organization that holds learning processes has better ability to adjust versus the changes in the environment of its action. The learning enables the organization the ability to adjust and gives it the instruments to better cope in situations of uncertainty. Learning helps the organization change its perception and its business approach and consequently its performances change. Medan (1996) thus confirms the main hypothesis that in organizations with adjustment learning activity and better adjustment of the organization to the environmental changes the overall organizational effectiveness improves.

Getz (1997) conducted an empirical research on the basis of the model of Ellis, Shenkar, and Amor (1977). The research confirmed the assertion that as the level of uncertainty in the organizational environment increases, there is increased use of learning processes. Getz (1997) found that there is a positive relationship between system (organizational) changes and organizational learning activity.

The researcher learned from Getz (1997) that the definition of the organizational environment and the level of uncertainty are the result of the interpretation of the decision makers and their manner of perception of the organization's environment. The use of validation processes while making decisions indicates the use of learning mechanisms: with the increased use of learning mechanisms the quality of the decisions improves as well as the number of correct decisions that the organization makes.

Spielberg (1997) conducted an empiric research that examined the degree of adjustment of different mechanisms in the learning process in

the organization to the level of uncertainty embodied in the organization's environment and technology. The research conclusions indicate the existence of a positive relationship between the level of learning in the organization and organizational orientation. This relationship grows stronger when the learning processes are more developed in the organization and the cultural aspect reflects shared values and norms that encourage the drawing of conclusions that constitutes part of the learning organization.

2.10 The Learning Organization in Schools in Israel

Researches on the topic of the learning organization in schools have been carried out in many countries. The case of Israel is presented in this section as an example.

Although researches have been performed in the past decade on the topic, very few researches have been conducted on the topic as it pertains to schools in Israel. Most of the researches on learning conducted in schools in Israel focused primarily on the recognition of the students' learning processes. Researches focused on the learning ability on the level of the school staff and on the contribution of the learning organization to the improvement of the school effectiveness.

Karadi (1997) examined the relationship between the critical nature of the possible mistakes in organizations and the culture of learning from experience. She compared between different high schools and found that the culture of learning from experience of teachers and the school management staff was most low among the researched groups in regards to the criterion of learning from experience through the use of learning mechanisms.

Klein (2000) found that learning from new information sources influences the increase of scholastic effectiveness in the schools to a greater degree than in organizational functioning. In addition, Klein (2000) found that the intra-organizational information sources have a greater impact on the organizational effectiveness than the external information sources. Additional findings indicated a relationship between the level of competition at which the organization is found and the scope of the learning in the organization: as the competition increases, the scope of learning in the organization also increases. Conversely, since the level of competition in the educational system is

low, the scope of organizational learning is limited and is not driven by motivation, in comparison to other business sectors.

Coreland (2000) presents the value of effective instruction using organizational learning. She asserts that instruction processes must address the school as an organization and the teaching staff as a professional community and thus to contribute to the school organizational learning and to the improvement of the school effectiveness.

Teacher training in the organization is one of the five elements of learning mechanisms in the organization according to Popper and Lipshitz (1998).

Paldi (2002) conducted a research on the issue of knowledge sharing and its importance as a motivating factor for the increase of awareness of the accumulated and accumulating knowledge in the educational system. He proposed a method for the concentration, dissemination, and manner of use of knowledge in the educational system as a part of the encouragement of a culture for dialogue management and reciprocal encouragement of productivity between the single teacher in school work teams and the system institutions. According to Paldi (2002), this process helps increase the awareness of the value of knowledge. This process facilitates the promotion of the educational system as a learning organization and the prevention of the prevalent phenomena in the educational system of the lack of externalization of knowledge by the individual, the retention of knowledge as power, and the lack of desire to share the accumulated knowledge with the peers. This behavior results in the constant investment of energy and the need to 're-invent the wheel' when the organization needs knowledge to perform adjustment to the inner and outer needs. Therefore, Paldi (2002) recommends encouraging a culture of knowledge sharing, externalization of personal knowledge for the public benefit, increase of the dialogue culture, and encouragement to create new knowledge.

2.11 Summation

Knowledge is information that has experienced human interpretation for the purpose of a possible action. Knowledge is identified in the user's subjective action context. Knowledge is derived from information in a process of the user's or information owner's interpretation. Knowledge management is based on organizational processes that focus on absorption, production, dissemination, and sharing in the organizational knowledge. The goal is to allow the organization to exploit its inner resources effectively, to identify and create opportunities, to solve problems, to improve the organization's ability to cope with the environment in which it functions, and thus to make it into a learning system.

Knowledge is transmitted in different ways and means. The literature differentiates between two basic forms of knowledge. Tacit knowledge is personal subjective knowledge, 'soft' knowledge, unorganized, and coded into defined fields and agreed-upon concepts. The knowledge owner does not necessarily know to speak about it but only to use it, it is understood, in his head. Explicit knowledge is formal knowledge, with clear codes, quantified numerically and conceptually defined. It is harder to convey and disseminate tacit knowledge in organizations since the dissemination requires a process of the conversion of the tacit knowledge to externalized explicit knowledge.

Schools have always been at the center of the process of the transmission and dissemination of knowledge. In actuality, schools serve as main agents of knowledge that have acted throughout human history and therefore they constitute a main element in the development of modern man.

In recent years, knowledge management has crystallized as a practical realm, due to the information technology that enables now more than ever the existence of interactive systems that develop and enable the knowledge created in the organization to have a multifaceted expression through multimedia technologies (voice, picture, writing). In recent years, organizations are shifting from an economy of products to an economy of intellectual assets. The successful businesses are those that produce breakthrough ideas.

The school is a main intersection where there is an exchange of knowledge. The needed strategy is to cause the school administration, the teachers, and the educational institutions to work and act as a system based on integrative knowledge management in a technological and human organizational and cultural climate.

The learning organization approach sets the teacher as the main function in the students' learning process. The teacher constitutes an integrator of the entire learning process, during which many roles are performed, such as mediation, translation, navigation, processes management, and content specialization.

The teacher is measured according to his ability to allow and instill in the students skills of learning in the postmodern era. Hence, the need to inculcate in the teachers skills of 'knowledge workers' that will allow them to cope with the existing knowledge and information to renew and update themselves constantly with information in the stages of pedagogical activity inside and outside the school.

In the learning organization, the inculcation of skills constitutes a part of the structure and constellation of the organization and the studies of the students and the teachers in the school. For instance, communities of professional teachers on the Internet enable sharing of knowledge, conservation of materials, and peer consultation. Work of groups of students on the Internet and experience in the search, retrieval of materials, and sharing of knowledge, individualized support of students from a distance, coping with information collection, different interpretations, etc.

To conclude, the main principles on the way to the learning organization are:

- The creation of an organizational culture that encourages personal and organization learning.
- The development of learning leadership that develops learning.
- The choice of workers with learning ability and cognitive flexibility.
- The establishment of a learning system and up-to-date and friendly feedback.

3. Organizational and School Effectiveness

3.1 Organizational Effectiveness

Among the researchers there is no agreement regarding the definition of the concept of 'effectiveness'. Steers (1975) presents a broad review of the concept of 'effectiveness' in researches on the topic and concludes that there is no consensus in regards to the definition.

Friedman (1989) presents that there is no consensus in regards to the criteria used to measure organizational effectiveness. Cameron and Whetten (1981) maintain that the source of problems in the definition of organizational effectiveness derives from the fact that every organization has many goals and sometimes these goals are contradictory to the point of paradox. Conversely, the criteria for the determination of organizational effectiveness change over the organization's life cycle (there is no consistency).

According to Gaziel (2002), standards for the determination of the organizational effectiveness as a whole differ from the standards that address the low organizational levels in the classic and modern organizational structure and thus a comparison between them cannot be held.

The professional literature identifies four main models of the measurement of organizational effectiveness:

1. *The Management by Objectives Model*. This model is also known by the name of the functional model. It is most accepted for the assessment of organizational effectiveness in the hi-tech, service, and knowledge industry sectors. According to this model, the organization is considered effective when it achieves the goals it has determined for itself or that the mother company had determined for it and with its agreement. In the educational system, this model can be used if the school is presented with limited goals, such as cognitive achievements, as output.
2. *The Inner Processes Model*. Kats and Kahn (1978) see an organization to be effective when very little of the organizational energy (physical and financial resources) in it is exploited for the inner needs and most is utilized for output. According to this

model, an effective organization invests most of its resources in output.

3. *The Conflicting Interests Model.* An effective organization is an organization in which there is balance between the shared interests of the members from the recognition of the pluralism of ideas in the organization.
4. *The Integrated Model.* Hoy and Miskel (1982) present a model of organizational effectiveness as a system that receives resources and means and can realize/actualize its goals through the effective exploitation of its resources without exerting pressure on the organization members. This model attempts to perform integration between the three above models and is primarily suited for public non-profit organizations such as educational institutions. According to Hoy and Miskel (1982), Kats and Kahn (1978), and Rotem (2001), in administrative, industrial, and business organizations the issue of effectiveness as derived from investments and outputs is clearer than in educational organizations.

3.2 School Effectiveness – Historical Development

From the dawn of the development of institutionalized education in the United States, the accepted opinion was that the quality of the learning is closely related to the nature of the educational framework. According to Cohen (1997), the first attempt to evaluate school effectiveness was performed in 1947 in a research that constituted a turning point in that it established a tradition of the evaluation of schools using achievement tests for the evaluation of educational outputs.

From the 1960s, the heads of the educational system in the Western countries have engaged in these issues. The demand to evaluate the school's functioning as an organization raises the level of expectations and requires professional work and the assumption of educational and public responsibility on the school's part. The school is required, as a part of the assumption of responsibility, to report its actions and performances. This approach obligates the school to define for itself goals, to determine priorities, and to report the extent to which these were achieved.

Coleman (1966, in Sergiovanni, 2002) conducted a research in the United States. The main conclusion was that social and economic factors lead the diversity in the scholastic achievements and not the contribution of the educational system. The research found that the effort and resources invested in education and in the school in particular could not explain the diversity in the level of achievements among the students in the schools. They concluded the school is perceived as lacking impact and thus doubts are raised regarding the impact of the educational system on the students' achievements. In the 1980s, the examination of the intensity of the relationship between the school conduct and the results of education outputs, with the reference to social and cultural variables, was still considered as a main topic of research interest.

The leading model for the past decade, which was adopted by the educational system and was accepted by many researchers, examined the level of school effectiveness using the examination of the difference between the level of outputs in actuality and the expected level, on the basis of the characteristics of the student population.

Friedman, Horowitz, and Shaliv (1988) and Rotem (2001) recommend separating between inputs that are not under the school's control (quality of students, demography) and inputs that are under the school's control (teaching personnel, resources, etc.). Researches performed in recent years clearly indicate that quality education depends largely on the direct involvement and strong presence of the school principal as a leader and on the degree of involvement of the faculty in the management style. The nature of this involvement is what determines the degree of success of the school (Sergiovanni, 2002).

3.3 School Effectiveness: Definitions and Characteristics

3.3.1 Definitions

The review of the literature that engages in the research of school effectiveness shows that the definition of the concept is complex, since it addresses many variables. The complexity of the definitions is strongly related to measures with multiple objectives.

The multiplicity of the existing definitions on the topic of school effectiveness reinforces the fact that in the realm of education it is not possible to define the concept of effectiveness in a way that is not

context dependent. Friedman, Horowitz, and Shaliv (1988) found that there are many different definitions and that these definitions are sometimes completely contradictory and are phrased by different researchers according to their organizational perception.

According to Glasman and Biniaminov (1981), the most prevalent definition in the academic literature addresses school effectiveness in the context of the students' level of achievements, when the achievements themselves are diverse and primarily address the basic skills such as reading, writing, arithmetic, and other cognitive achievements. Researches conducted in the 1970s and in the beginning of the 1980s found that effective schools are distinct from non-effective schools according to the measure of the scholastic achievements. The research limitations note that there is a difficulty with the evaluation of effectiveness according to scholastic achievements because of the lack of uniformity in the statistical measures used to measure achievements.

The effective school is defined by Friedman et al. (1988) as an educational institution that acts methodically and continuously to improve itself to achieve its goals, using the maximal exploitation of its physical and human resources through the preservation of the teachers' and students well being.

Gaziel (2002) proposes an integrative definition of school effectiveness that depends on the principal, teachers, students, parents, etc. In addition, he maintains that effectiveness is related to the culture and is a multidimensional concept that addresses the input, the process of conversion, and the output that includes within different models. Gaziel (2002) addresses six guiding models through which the concept of effectiveness can be defined.

1. *The Goal Model*: According to this model, the effective school is perceived as effective if it achieves its goals, which were set in relation to a defined period of time. This model is difficult to implement in the educational system since most of the goals are not concrete and do not include requirements of multiple and contradictory quantification.
2. *The Resources Model*: This model defines the school as an effective school if it can recruit the resources requisite for the realization of its goals. This model is difficult to implement in the

educational system since the relationship between concrete inputs (money, people) and educational output is not clear and unequivocal.

3. *The Model of Inner Processes*: This model classifies the effective school as a school with normal ('smooth') functioning that acts in a 'healthy' organizational climate. This model is relevant to the educational system only if the significance of the relationship between the improvement of teaching and education processes and the school outputs is proven.
4. *The Model of Satisfaction of Interested People*: According to this model, the effective school is defined as a school that meets the expectations of his clients and the needs of the interested people. This model is applicable for the educational system when there is a fit with the expectations of the group of interested parties in such a way that enables the definition of these expectations in a clear manner.
5. *The Model of Organizational Learning*: This model defines the effective school as a school that can change and look at its changing environment through the learning from its errors. The measure in this model for the evaluation of the effectiveness is the degree of the development, growth, and change that occurred in the school.
6. *The Model of Lack of Effectiveness*: According to this model, the school is defined as effective only if it does not include characteristics of lack of effectiveness. In other words, it does not work in a constant constellation of conflicts and level of performances constantly improves. Thus, the phenomenon of the dropping out of teachers and students is very low and the use of the resources is effective.

The use of the models can be performed in different processes according to the needs of the organization and the environment in which it acts. The present research study will use the first, fifth, and sixth models.

3.3.2 Characteristics of the Effective School

Many definitions address effectiveness as effectiveness of inner organizational processes and to a lesser degree a product, in light of the assumption that the quality of the product originates in the quality of the processes.

Sharan and Shachar (1990) found five primary characteristics of effective schools whose students achieved higher achievements.

1. The school functions as an autonomous organization – Effectiveness as an outcome of the approach and effort that the school performed on the administration, the teaching faculty, and the administrative staff as one group, which represents extensive agreement on the policy of goals, attitudes, and means of teaching that support learning.
2. Prominent pedagogical leadership – Leadership that induces motivation to improve the teaching and learning.
3. Curriculum that is planned and organized for the short-term, the intermediate term, and the long term.
4. Publication and awareness of the goals and expectations of the students' success (achievements).
5. Training / instruction of teachers as a crystallized team and not as individuals.

Weber (1971) identified eight variables that characterized effective schools in teaching: (1) strong leadership, (2) atmosphere of order and discipline, (3) emphasis on the learning skills, (4) evaluation of the students' progress, (5) aid staff, (6) teachers' orientation, (7) goal orientation, and (8) individuality in teaching.

Austin (1978) added to Weber (1971) another four variables: (1) the principal's ability to choose his teachers, (2) the level of the teachers, (3) a small number of students per teacher, and (4) the parents' involvement.

Tomlinson (1982) found a relationship between effectiveness and clear and shared goals, the principal's pedagogical leadership, effective use of time by the principal, and parents' involvement.

The most accepted and known model is the model of Edmonds (1979), which is a classic model of the effective school. Edmonds (1979) identified five characteristics of effectiveness that reappear in most of the researches addressed in the academic literature. The five characteristics are: (1) strong and energetic leadership, (2) school climate that encourages learning, order, and discipline, (3) emphasis of the importance of the scholastic achievements, (4) high expectations of achievements, and (5) ongoing supervision of the performances.

The findings of Edmonds (1979) were confirmed in researches conducted by Mortimore et al. (1983). According to McKenzie (1983) 26 traits indicate the effectiveness. These traits converge to three main dimensions: leadership, purpose, and efficiency.

Halinger and Murphy (1986) defined seven characteristics of school effectiveness: (1) secure and orderly school environment, (2) clear and defined school missions, (3) instructional leadership, (4) high expectations of the students, (5) equal opportunities for each and every student, (6) evaluation and supervision, and (7) orderly relationship with the student's family.

During the review of the research, the researcher identified the relationship between effective schools and the teamwork approach. An effective school is characterized by the effort to create accord between the values and professional behavior of the school staff. This type of fit is enabled when the actions of the administration and school faculty are commensurate with the school policy. This type of coordination according to Sharan and Shachar (1990) and Sharan, Shachar, and Levin (1998) is possible when there are shared goals, a uniform policy, planning and allocation of resources required for the execution of a program to create fit between the values and professional behavior of the school staff.

Sharan (1986) addresses in his research the teamwork of the school faculty as a key to the success of the promotion of the school effectiveness. Sharan (1986) found that as the level of collaboration among the teachers increases to solve problems in the realm of teaching, the school can improve its professional performances and this promotes its social and scholastic goals and enables the school to advance and renew itself.

Chen (1991) and Friedman et al. (1988) condition the ability to improve the school effectiveness on the re-organization and shared effort of the four main partners of educational activity: the students, the parents, the teachers, and the administration.

Gaziel (2002) notes that the longitudinal researches that examined the educational activity of the school found that the absorption of the processes of change constitutes an expression of success and effectiveness, since effectiveness is evaluated in the organization's degree of flexibility and ability to adjust to new situations.

Duttweiler (1988) proposes eight measures that characterize the effective school: (1) focus on the students, (2) a wide variety of programs / tracks of study, (3) teaching that promotes learning, (4) excellent and positive school climate, (5) cultivation of teamwork and social cohesion, (6) diverse training courses for school faculty members, (7) cooperative leadership, and (8) encouragement of creativity and innovation in problem solving.

According to Sergiovanni (2002), effective schools encourage parental and community involvement in what happens in the school. The researcher has learned in his review of the professional and academic literature on the topic of school effectiveness in particular and organizational effectiveness that the primary emphasis is the measure of the evaluation of effectiveness – the scholastic achievements and the number of proposed realms of study.

The partners in the educational process of the students, parents, and school principal do not see the scholastic goals to be the school objectives. Conversely, the school can be effective according to this narrow definition and therefore considered non-effective according to the definition of Friedman, Horowitz, and Shaliv (1988), since it does not meet the seven characteristics of school effectiveness.

The need to combine organizational theories in the study of effectiveness necessitates reference to the school characteristics as systemic variables that comprise a system that holds reciprocal relations among its components. Hence, effectiveness should be addressed as an integrative and complete entity.

3.4 School Effectiveness and Leadership

Researches that engage in effective schools emphasize the centrality of the principal's role in school effectiveness and emphasize the principal's role as a figure that motivates, designs, and is responsible for the creation of positive organizational climate. The principal can introduce a sense of belonging and unity around a shared goal to raise the level expectations on the level of the school system in general and on the level of the teachers and students in particular. The principal's role is to see to the most effective operation of the school and therefore, according to Friedman (1989), he must focus on three main areas for the increase of the school effectiveness: the definition of the school objectives, the management of the teaching, and the cultivation of a positive climate.

According to the researcher, the principal must also act to shape behavioral norms and cultivate an organizational culture that encourages open community, teamwork, and management of inquiries to achieve a learning organization as a part of the approach for the increase of functional effectiveness. The researcher's position is that this approach helps increase the belief and level of effectiveness of the actions of the school faculty.

Gavish (1982) asserts that the key to school effectiveness lies in the style of leadership that the school principal adopts and in the nature of the leadership that he cultivates among the members of the professional faculty in their school, and among the teachers foremost.

According to Sergiovanni (2002), a quality education depends largely on the direct involvement and strong presence of the school principal as a leader, which constitute a necessary but not sufficient condition to determine the success of the school.

The style and nature of the leadership together determine the degree of success. Therefore, the management style of all the teaching staff, the school faculty, the vice principals, the grade coordinators, and the other workers has a strong impact on and considerable contribution to the achievement of the school success, when the key leadership role is found in the hands of the school principal.

Sharan and Shachar (1990) found that in the schools where the students attained high achievements there is pedagogical leadership,

which is an important and main characteristic in schools. Pedagogical leadership is required to improve the teaching and learning and to make certain that these occur appropriately during a long period. This role is retained for the school principal and gives him a position that enables and ensures that this goal will be achieved. However, the pedagogical leadership of the teachers is important.

Effective schools focus on students and invest considerable efforts in the attempt to serve all the students through the establishment of a support system and help for the students. They encourage the increase of the students' involvement in the school activity and the respect of diversity and differences, through the determination of the student's well being as the top priority.

Educational leadership is not the exclusive province of the school principal and does not depend only on him. Effective school principals understand this and therefore adopt a style of leadership that is suitable to skilled professionals who act in teams. This approach facilitates problem solving, decision making, management of thinking teams and quality groups. The familiarity with the members of the school faculty enables them to delegate authorities *ad hoc*.

The transformational leadership style encourages a direct relationship, warm and sympathetic to the environment. It encourages the cultivation of teamwork and a high level of social and group cohesion.

The effective leader knows to exploit his status to appreciate and evaluate the achievements of the faculty and staff and to reward them according to their achievements. Effective schools are not characterized by a significant leadership style. Empirical researches found a broad common denominator that characterizes effective schools and makes them unique. In these schools, the principals form a mode of action through a vision and the setting of measurable and achievable goals and objectives. Through the involvement of the members of the school community and the crystallization of values and culture, these principals adopt behaviors that enable, support, and help the teachers and the school staff in his work and encourage the teachers' participation in the processes of the making of pedagogical and administrative decisions (Segiovanni, 2002).

3.4.1 Effective Teams

To achieve effectiveness in the teamwork, it is necessary to understand the goals of the team, to clarify the level of expectations on the personal level, namely the person's contribution to the team, to combine every staff member in the correct / appropriate role. The leader must decide what role each member will fill. The leader must supervise the staff behavior to reinforce the belonging and preservation of group norms, to analyze the abilities to determine how the person can best contribute to the group / team activity, through the reference to the existing mixture of roles in the group activity (Wickham, 2001).

The leader / effective principal must perform preparatory activity before the meetings / sessions while referring to the facts and professionalism and avoiding to the greatest possible extent arguments and conflicts that do not contribute to the promotion of the team tasks. The orientation must be the constant improvement of the performances through the reference to the opportunities to improve mentioned in the staff meetings.

Effective teams are characterized by good cooperation between team members and the leader and the staff members. The leader has considerable impact on the team's mode of action. The leader's impact intensifies when his involvement in the work and tasks of the team increases. Researches in the field of organizational behavior indicate that the very interest and involvement of the leader in the staff activity facilitates the increase of the output of the products of the team members' activity (Wickens, 1995).

There are several ways and possibilities of increasing the cooperation and increasing the effectiveness of the work team activity. The first and effective measure is the establishment of libraries of shared works on a computer server, the shift to the use of electronic mail system, the establishment of a staff internet site – all these will increase the cooperation among the team members regardless of their physical location and will create shared forums.

Since teams are comprised of people, a negative and concentrated approach has impact on the staff activity: group brainstorming activity may put pressure to conform, distribution of responsibility between the creator of status polarization will cause group polarization, the decision

making process without consideration of the minority opinion will create resistance that will cause 'creaky' teamwork.

It is necessary to act to perform crystallization activities among teams as a part of activity to improve organizational synergy out of the desire to increase the ability to act harmoniously of every organization, since the work of one team does not provide benefit and the organizational goals. Hence, it is necessary to adopt the strategy of the cooperation of workers, based on information and commitment in the decisions regarding which there is the fear that resistance and change on the level of commitment towards the goal of the team members and workers in general will be created. It is desired and recommended to adopt a strategy of worker involvement. The involvement of the workers intensifies the sense of belonging and the workers' willingness to assume responsibility and commitment to the products, the task, and the organization (Vroom and Jago, 1988).

An effective staff is a cohesive staff in which the members support one another and are focused on a shared goal. According to the American psychologist McGregor (1960) there are ten major characteristics of effective teams:

1. The atmosphere is sometimes unofficial, comfortable, and calm.
2. The group's / team's discussions are open to all the members and the topics of the discussion are relevant to the task groups.
3. All the team members understand and are focused and committed on the group task.
4. There is openness and there is attention to new ideas that arise from the members of the group/team.
5. During a difference of opinion, the members of the team communicate openly and hold a dialogue and attempt to find ways to solve the difference.
6. Most of the decisions are made in consensus, with the general agreement and willingness to act according to the decisions made.
7. There is open criticism that is accepted as positive and constructive without personal attacks, when overtly or covertly.
8. The members of the group receive freedom to express their opinions and feelings on the work methods of the group / team.

9. When an action must be taken, the team crystallizes ways of action, set a schedule, and assume responsibility clearly.
10. The group leadership is not coercive and domineering. Conversely, the group members are not submissive and even object if needed.

These aforementioned characteristics represent an idea to which every group/ team aspires. In most of the group's life cycle, there are periods in which the group will surrender some of the characteristics but in general, principles number 3, 6, and 9 will be retained jealously, since they constitute the core of the power of the team activity and help achieve utmost effectiveness (Goldman, 1983).

3.4.2 Winning Teams

A winning team is a team that knows to combine an umber of talents together with the personal power of the different people, into a force that is greater than the sum of its parts. Winning teams mean winning organizations.

In the organizations of the 21st century, the teams act in independent organization structures that blur the hierarchical organizational structure towards the inside and improve the organizational integration. The success of modern organizations derives from their ability to perform synergy through the extension of the number of connections between teams that cut cross the organization and that extend the number of knowledge experts and knowledge junctions in the organization, which allow added value to be created and constitute a basis of the development of a competitive advantages that constantly improves the organization's business performances.

Conversely, it is known that teamwork may inspire and create conflicts. Sometimes the conflicts are positive and sometimes they are negative and do not allow the actions of the team and the result is the breakup of the team/group (Kulwiecek, 2001).

Teamwork by its very nature is based on the use of the different advantages that exist between the workers' abilities, talents, skills, and work experience in the fulfillment of the roles. Therefore, a staff that is motivated to success must address the ability to perform eight basic tasks: (1) benchmark, (2) management of the team resources and

adjustment to the task, (3) providing outputs, (4) achievement of objectives, (5) inspection and control of performance, (6) innovation and creativity: adoption of innovative work methods and technologies, (7) initiative, and (8) increase of service awareness and maintenance of values. (Guinn, 1999).

Since the team members differ from one another in their inclinations, abilities, and personality (types), they aspire to perform different roles. Therefore, the organization must act to place workers in positions in a way that assures the greatest fit possible between personal tendencies and the tasks the organization is required to perform. For instance, an engineer in a development staff with the role of performing benchmark will have tendencies including curiosity, innovation, consultation and research ability, flexibility, and openness.

In most cases, the need to provide quality solutions may detrimentally impact the project schedule. Therefore, in most cases engineers in these roles need administrative organizational people to manage them. These people have difficulties working with people with a regular routine and pursuit after rigid quantitative outputs (Drucker, 1999).

When a team is comprised including these three types (engineer, administrator, and performer), it is necessary to shape a team that can act in situations of conflict and complete all the stages of the Tushman model in team development. To perform the different roles in the team it is possible to add to the staff types that include more than one strength (ability) and with functional flexibility, so that throughout the staff activity a number of workers will act through a rotation of the different roles. It is possible that at different points in time during the staff activity a change in the mixture of the staff members will be necessary to improve the abilities or as a result of the increase in the scope of activity. Therefore, a process of renewed placement will be performed for each one of the roles. An activity of the re-formation of the team will be performed to provide all the needs of the team members in regards to their preferences and conversely to create an optimal and effective team. The intention and desire are to reduce the difficulty in the performance of tasks over time, prevent crises, and improve the connectivity between the tasks (identification) and people. (Daft, 2000).

The difference between team members allows the organization and the team manager to perform the division of the work based on specialization that improves the ability to motivate the team to achieve its goals and objectives and to complete the task successfully in the framework of the existing resources. In winning, successful, and effective teams there is difference between people and the manager must be able to exploit this difference to achieve success since people differ in traits and abilities and complement one another. In teams where there is no formal leader ('slim' management) the role of the formation of connectivities is shared among the team members and the team is motivated from the inner dynamics for personal success based on the understanding that the principle of gestalt (the whole is greater than the sum of its parts) creates an advantage (Senior, 2002).

3.5 School Effectiveness in Empirical Researches: The Example of Israel

Cohen (1997) found that school effectiveness in Israel is divided in the past two decades into five categories:

1. Researches conducted in schools to identify factors that influence the effectiveness found that there is no coherence in the level of effectiveness. The researchers examined different variables related to school effectiveness when the effectiveness was measured in all the researchers using the index for scholastic achievements alone. The researchers' conclusion was that many factors influence the school effectiveness. A research that examines all the measures together was not found.
2. Researches that focused on the school and on factors that influence its effectiveness primarily examined the effectiveness of the reform in the educational system in the State of Israel when the measures of effectiveness were primarily qualitative.
3. According to Gaziel (1992), researches that focused on the school principal as a main factor in the school effectiveness found that if the school staff acts and adopts a collaborative approach (teamwork), there is impact on the school effectiveness. This is expressed in the change of the level of satisfaction expressed by the workers, in their level of commitment, and in their response to new tasks. Another research of Gaziel (1995) found that in effective schools most of the principal's time is invested in the

pedagogical aspects of the school, teacher training, and institutional training sessions.

4. Researches that focused on the physical structure and size of the school in the context of school effectiveness.
5. Researches that focused on the perception of the parents, teachers, and students of the concept of effectiveness (Cohen, 1997).

A review shows that the research in Israel in the realm of school effectiveness examined many directions in the search for the factors of effectiveness. However, most addressed a single complexity of effectiveness according to its different definitions and not all together as an entirety. Cohen (1997) engaged in the comparison between autonomous schools and regular schools in the degree of their school effectiveness and examined the effectiveness as a constellation of the following qualitative measures: the teacher's commitment to the school, the teacher's sense of efficacy, goal orientation, feedback, innovation, a clear school policy, and the staff morale. Cohen (1997) found that the autonomous schools are most effective than the regular schools according to the aforementioned measures.

The present research study examines the constellation of variables that influence the effectiveness through the combined measure in the comparison between autonomous schools and state schools.

3.5.1 School Effectiveness in the 21st Century

From the end of the 1990s the Department of Evaluation and Measurement in the Ministry of Education in the State of Israel has used a combined measure called the *meyzav* to examine school effectiveness (the Hebrew acronym *meyzav* stands for the Measure of Effectiveness and School Growth). This index was developed and maintained by the Department of Evaluation and Measurement in the General Administrator Bureau of the Ministry of Education. The *meyzav* is used as a platform through which tests are held in the schools and its role is to change the old nationwide feedback method, district tests, local authority tests, etc. (The Ministry of Education, the Department of Evaluation and Measurement, 2006)

The *meyzav* is a system of school indicators that describe the situation but cannot explain it. The *meyzav* today constitutes a main tool

of work at the disposal of the school principal and his staff for the design and effective exploitation of the resources so as to improve the work of the school. The *meyzav* is held in the elementary schools, the middle schools, and the high schools once every two years. Every school that participates in the *meyzav* receives a comprehensive report that describes its achievements using the presentation of quantitative data of the school in comparison to the national means. Thus, it is possible to interpret the data and see the school's situation relative to the rest of the schools in the region and in the country. (The Ministry of Education, the Department of Evaluation and Measurement, 2006)

The goals of the *meyzav* are the presentation of the level of achievements / effectiveness of the school, a work instrument in the hands of the principal and the educational community, help for the school in the design of its work, a basis for the construction of activity programs and the determination of priorities. According to the *meyzav* approach, the school is perceived as an inclusive organizational system in regards to the learning environment, the learning and educational programs, the level of achievements, the aspect of the professional development of the school faculty, and school systems of reciprocal relations. (The Ministry of Education, the Department of Evaluation and Measurement, 2006)

The measures of the effectiveness that comprise the *meyzav* were chosen on the basis of the professional knowledge in the realm of education, the policy of the Ministry of Education, and the professional opinion of the special committee established for this purpose. The *meyzav* includes (The Ministry of Education, the Department of Evaluation and Measurement, 2006):

- Questionnaires on the attitudes of students in a wide variety of topics such as the topics of the learning environment, use of the computer in the learning process, and school climate.
- Telephone interviews with teachers and principals on the topics of the activity programs, the ways of teaching and assessment, initiative on the school level, staff development, and the work environment in the school.
- Achievement tests in four basic subjects of study: Hebrew, mathematics, science and technology, and English.

The measures of effectiveness of the subjects in *meyzav* are:

1. The school priorities, the realms of mapping, and the teachers' perceptions of the process of the program construction.
2. Division of labor in the school and the manner of its management as it is perceived by the teachers.

The pedagogical environment in the school

1. Hours, projects, and initiatives, school curricula and learning programs, physical teaching resources.
2. Professional development of the faculty, ways of teaching, and evaluation of the students.
3. The students' perception of the learning environment.

The learners and their scholastic achievements

1. Skills of independent learning of the students.
2. Achievements in mathematics and Hebrew.
3. Attitudes of the students towards the profession, homework, the degree to which the students use a private tutor.

School climate and work environment

1. Students' reports on the school climate with the emphasis on the topic of violence.
2. Teachers' reports on the school climate.

(The Ministry of Education, the Department of Evaluation and Measurement, 2006)

In recent years, effective schools are aided by volunteers from the community (parents, teachers, and students) to improve the ability to focus the attention on the student and to help weak students while providing personal and close direction and guidance to improve and strengthen achievements. The administration of the effective school has developed an approach based on a close system of relations between the teachers and the students, which creates a supportive and encouraging atmosphere and cooperation through mutual trust and commitment to personal excellence on the part of the teacher and constant improvement on the part of the student.

A new component that developed in recent years in the schools is the encouragement of creativity in the solution of problems. Effective schools are characterized by staff members who do not accepted the

failure and deficiencies that entrench a culture of education for mediocrity and lack of realization.

Every problem that arises and challenges the school faculty to learn presented creative solutions through an action program though commitment to professionalism, effectiveness and efficiency, and meeting schedules and intelligent use of the resources at their disposal. The goal is to promote the teaching and learning processes (Sergiovanni, 2002).

Gaziel (1992, 1995) notes that in effective schools great effort is invested in the creation of friendly, warm, and supportive work environments for teachers and students to learn. Therefore, in the effective schools the teachers and the school faculty are given autonomy in their work and control ability over their activity according to their needs.

This philosophy helps create an organizational climate that promotes the feeling of involvement and commitment. This facilitates the achievement of the shared goals through professional cooperation and connectivity among the school faculty, the teachers, the students, and the parents, through respect and reciprocal esteem and openness for the promotion of new activities and the integration of pedagogical approaches that facilitate the improvement of the students' achievements and the positioning of the school in the community.

3.6 The Relationship between Organizational Learning and School Effectiveness

In the review of the research the researcher found a relationship between the variables of 'organizational learning' and 'organizational effectiveness'. A positive relationship between the variables was found in researches conducted in private, public, and institutional organizations and primarily in businesses that act in the competition of the market.

The relationship between these variables has yet to be examined in the school. According to Leithwood and Leonardilin (1998), the benefit in the organizational learning in the business sector has inspired a call to examine the implications in the schools as well. Until the past decade the school was perceived as a public organization that does not need to adapt itself to the changes that occur in its environment. The school was

perceived as an organization that is not found in a high level of competition with its environment and therefore the need for learning mechanisms was not created.

In recent years the school has become a quasi-economic organization, which is obligated to provide quality service for its 'clients' and to create 'products' under conditions of competition, which are expressed in the opening of registration areas, media publicity and advertisement, and the transition from the regular management method in most of the schools to self-management.

The need of the schools to adjust themselves to the frequent needs that occur in their environment derives from two main factors:

1. Transition from an industrial society to a society of knowledge and information.
2. Change in the school's perception, from the social viewpoint (the population).

The school of the 21st century acts in a dynamic, complex, and fluctuating environment that is completely different from that known in the past. Today the school principal is required more than ever to engage in the assessment of the environment and in its implications on the organization as a main and significant part of its work.

The primary goal of the school must be the improvement of the quality of service provided to the clients (students, parents, and community). The school, according to Meged (2002), must improve significantly its level of effectiveness to achieve this goal.

As a result of the processes of change in the public system in general and in the schools in particular, in recent years schools have shifted for the most part to self-management. The public economy has begun to adopt action principles and characteristics of the private sector. The purpose of this trend is the encouragement of appropriate conditions, a climate of creative thinking for organizational initiative and increased effectiveness.

The fundamental assumption and the perception that motivates the transition of the school to self-management originates in the recognition of the need to provide autonomy that allows the school to act, to adjust,

and to perform adaptations regarding the frequently changing environment, to renew itself, and to increase efficiency.

Gaziel (2002) asserts that this approach enables the school management to be attentive to its clients and to bear responsibility for the results that derive from its decisions. According to Argiris and Schon (1996), Dogson (1993), and Senge (1991), accelerated organizational learning in situations of a competitive environment helps the organization adjust to changes that occur in his environment and to respond to them better. Organizations that hold organizational learning processes cope with changes better than do organizations in which there is no organizational learning.

Klein (2000) maintains that the increase of the competition among the schools following a policy of the opening of the registration zones, privatization, and the transition to self-management accelerated the processes of organizational learning. Consequently, the institutional effectiveness is improved.

In recent years, the literature that engages in school effectiveness addresses the aspect of organizational learning. Longitudinal researches that examine the educational action of the school found that how the schools cope with changes and perform processes of change indicates the ability to succeed. Success is perceived as school effectiveness in regards to the degree of its flexibility and ability to adjust to new situations. In other words, an effective school is perceived as a dynamic organizational system that can adjust to new changing environmental situations.

According to Gaziel (2002), a school is defined as effective if it knows to change and adjust to its changing environment and if there is a process of the learning from mistakes. Gaziel (2002) maintains that the index for the evaluation of effectiveness is the degree of the school development / scope of the school growth. He presents in his research the conclusions of Shields et al. who conducted a research with a population sample of 1,550 schools from five states in the United States. The findings of this research were that self-managing schools that were defined as effective focused in the process of teaching and learning on the development of school curricula, a cooperative climate, the introduction of a culture of professional development, and primarily organizational learning.

Gleason et al. (in Gaziel, 2002) also reached these conclusions in a research they conducted on self-managing schools in Boston. Another in-depth research, performed by Wallsetter and Mormom (in Gaziel, 20002), examined 27 self-managing schools in three districts in the United States, one district in Canada, and another district in Australia. The findings of Wallsetter and Mormom (in Gaziel, 2002) were that effective schools excel in organizational learning and involve the teachers and parents in the determination of the school policy. The principals act democratically, and the schools receive support for their initiatives by the district educational administration.

Coreland (2000) in her article “Effective Instruction Using Organizational Learning” maintains that one of the most promising approaches for the improvement of school effectiveness and organizational effectiveness in general and for the development of the teacher’s professionalism in particular recommends the adoption of organizational learning. This means the development of regular, methodical, and institutionalized learning mechanisms, which are anchored in the learning culture that enables inner look at the school activity for the achievement of a constant improvement.

Sharan, Shachar, and Levin (1998) compare between the regular school and the innovative school (self-managing) and propose ways that may develop the school into an innovative organization that can cope successfully with the future requirements of education in a rapidly changing pluralistic society. The innovative school is perceived as a learning organization. The traits that characterize the innovative school are qualities that characterize a learning organization.

The innovative school is a school where the teachers and the administrative staff constitute a part of multidisciplinary staffs and take part in the formulation of the organizational, pedagogical, and curricular policy. The school teams engage regularly in the collection of information in regards to the events in the school, analyze the data, draw conclusions, and perform improvement activity on the basis of the learning process.

Innovative schools are characterized by a systemic approach in which the teams of teachers, under the leadership of the school principal, act in the framework of the learning circles in the realms of design, teaching, giving and receiving feedback, problem solving, etc., all of

which shape the nature of the organization of the school as a learning organization.

According to Sharan, Shachar, and Levin (1998), with the adoption of this philosophic approach the school succeeds in establishing and holding channels of functional organizational communication that flow horizontally and vertically without a role that is managed in essence by the performance of the task and interactional (open) communication among all members of the group is informal, including social and professional contents.

The structuring of the organizational communication includes elements of management and systematic maintenance that will allow the dissemination of information, vision, and additional contents that allow the organization to achieve its goals.

Effective schools propose to the staff members and the teachers diverse programs of inservice training courses, since the workers' performances are influenced by education, skills, and abilities. Therefore, the school is interested in improving the level of the profession using practice-oriented and theory-oriented courses, instruction sessions, study days, and professional training courses (Klein, 2000).

Effective schools propose to their students diverse and rich curricula since the development of the students is the foremost goal of the school principal. The management of the effective school aspires to develop and cultivate advanced cognitive abilities and thus it offers to the students co-curricular programs that complement the formal curriculum while following up after the students' progress and needs (Coreland, 2000).

Effective schools have a normative structure that provides and supports teaching that promotes learning from the goal to help students succeed in their studies and improve their achievements. The teachers act to influence the learning achievements and adjust expectations of the students. From this approach, the lessons are organized and focused while adjusting the teaching ways to the students' needs. Thus, the school administration and the teaching faculty adopt different and diverse teaching strategies so that they will provide a solution for the entire student population. The effective school sets high standards that

closely and continuously follow the students' performances, through the recognition of the students' efforts and achievements and the rewarding of them accordingly (Meged, 2002).

3.7 The Impact of the Background Variables on the Indices of Organizational Effectiveness in the School Situation

Examination of the relationship between the indices of effectiveness, organizational learning and school effectiveness, in the school conditions necessitates reference also to demographic factors, such as the size of the school, the role-holders, the education, the years of work experience, the professional experience in teaching, and the learning programs/tracks.

3.7.1 The Relationship between Work Experience and Education and the School Effectiveness

Work experience and education constitute indices for the examination of the person's level of performance when he is accepted to a job (Halperin, 1998). Different researchers define the person's 'expertise' through variables such as education, years of work experience, work experience, and area of specialization/expertise.

According to the approach of Insel and Moos (1974), the school climate serves as an index of the school's 'health', taking into consideration factors such as organizational structure, size of the organization, and background variables of the organization's workers such as age, experience, and education. Friedman (1995) and Glasman and Biniaaminov (1981) see the characteristics of education and experience in teaching as two of the five most important variables of input in the evaluation of school effectiveness.

In the literature, the researcher identified that the variable of experience has a high level of impact on a high level of performance. Taylor (1975) maintains that work experience contributes to the improved ability to cope with problems and the ability to provide a solution and make decisions. In contrast, Yanai (1991) holds that decision making is related to years of work experience and the experience itself and as these are increased, the process of the making and performance of decisions becomes more methodical and controlled.

The literature in the realm of education frequently discusses the impact of the element of work experience on the effectiveness of principals. This element was found to have a positive correlation with the principals' effectiveness. Shamir and Bargal (1988) and Yizhaki and Ravid (1985) maintain that principals with considerable experience in the management of their school tend to innovation and creativity more than principals with less experience in the management of the school.

According to the researcher, it is reasonable that the school principal with considerable experience act in innovative and creative ways, since he has a higher level of self-confidence, he knows the system and its performances, and he can dedicate his time and energy to solve problems and promote the school performances. However, sometimes from the knowledge of the existing system there is the possibility of acting from the conservative approach, as opposed to a new principal, who engages in 'putting out fires', getting to know the faculty, and building his status.

Cohen (1997) found that the principal's experience in management increases the degree of school effectiveness. Tana (1992) asserts that the teachers' 'expertise' is defined in most cases through the years of work experience on the job. He notes that experienced teachers tend to wonder and ask questions in regards to their mode of action through the attempt to draw conclusions and learn lessons for the future. In general, researchers have found that with the rise of the teacher's work experience, the tendency and willingness are to seek counsel and advice of other people in order to collect information and make decisions.

Freeman (1982) examined the intensity of the relationship between demographic variables (self-confidence) and work accidents and found that as the work experience or years of education rise, the number of accidents decreases.

Yachin (1989) found in his research that the number of academic teachers is a factor of school effectiveness according to the principals. Support of this finding was found in the research of Cohen (1997), who found that as the teachers' level of education rises, the level of school effectiveness also rises. In the researcher's opinion, it is therefore very important to encourage the teachers and provide them with incentives to acquire an academic education of a high level.

Many researchers describe and analyze the contribution of formal education to the improvement of the learners' performances, both in the realm of the specific disciplines that they learned and in the realm of the broadening of the horizons, the acquisition of good skills in the problem solving and decision making.

According to Klein (1993), the preference of people with advanced academic degrees derives from the employers' evaluation that an academic education contributes to the development of more balanced judgment and consideration in different everyday subjects. Griffiths (1973) maintains that the foundation for a specializing profession lies in intellectualism, while Avidan (1984) asserts that the importance of education and work experience in different areas in general and in the field of education in particular to the teaching positions indicates the contribution to the organization's level of performance.

3.7.2 The Relationship between the Role (Administrative/Teaching) and the Organizational Learning

Researches in the realm of organizational culture found that organizational leadership is one of the forces that motivate processes of learning in the organization and influence the organizational learning effectiveness. As the leadership in the organization ascribes to the learning greater importance, the position of the workers regarding the use of learning mechanisms proposed by the organization is increased.

Coreland (2000), Klein (2000), Popper and Lipshitz (2000), Sergiovanni (2002), and Weintraub and Rechtman (2001) assert that the principal's behavior, his mode of conduct, his style of management, his indications of interest and empathy, his behavior during unusual events, and his approach to reward influence the social values and desirable behaviors. The researchers further maintain that the principals who cultivate a positive organizational climate that enables the holding of discussions in a comfortable atmosphere without the fear of criticism through transparency and openness strengthen the existence of the organizational learning constellation, through the emphasis of the value of 'organizational learning' as a main approach. Principals who assume upon themselves the position of 'learning agents' convey to their workers a clear message that learning is a positive, important, and desirable behavior.

Popper and Lipshitz (1998) identified five factors that influence the likelihood, intensity, and effectiveness of organizational learning:

1. The commitment of the management to organizational learning.
2. The encouragement of the organizational leadership of learning and the use of learning mechanism.
3. An organizational behavior and culture that encourages learning.
4. A management style that cultivates learning.
5. Behavioral norms that allow learning from failures and successes through openness and tolerance.

Popper and Lipshitz (1998) conducted a research that found differences in the degree of openness, transparency, responsibility, and relevance that colleagues in the different divisions evinced during the discussions held in the organization. Another finding in a certain division was that the leadership style encourages effective organizational learning and in this division there is extensive activity for organizational learning. According to Popper and Lipshitz (1998), as leaders influence the values relevant to the organization's functioning, they can influence the manner of thinking, the level of motivation, and the behavior of the workers to perform organizational learning. The principal/leader of the organization must set the organizational learning as a main topic in the organization's life and existence, by creating mechanisms of reward and appreciation through the setting of a personal example.

The development of learning mechanisms in the organization facilitates the performance of the transition from personal learning to organizational learning through the encouragement of the performance of investigations, the establishment of learning staffs, problem solving teams, improvement teams, etc. The organization manager must create conditions and a climate the constructs trust that reinforces the 'psychological contract' that gives security and confidence that influence the worker's willingness for an approach of responsibility for the learning and use of learning mechanisms.

To conclude, Popper and Lipshitz (1998) maintain that the structural cultural approach that enables the existence of learning mechanisms is not sufficient. It is necessary to encourage encounters between units in the organization to discuss performances without fear, through the reduction of formality and organization rigidity and the encouragement of open communication to extend the circle of interactions that influences the organizational learning process through

willingness to present deficiencies and failures as a part of the norm of learning from mistakes and the providing of constructive criticism. They conclude that the principal's commitment to the organizational learning through the providing of a personal example, reward, allotment of time and resources by the principal is the key to the existence of effective organizational learning.

3.7.3 The Relationship between School Size and School Effectiveness

Researches conducted on the topic found that the organization's size has considerable impact as a factor that influences the behavior of people in the organization. The structural approach describes the organization's size as one of the obstacles of effective organizational learning. The organization's size influences the effectiveness of the organizational learning indirectly: small organizations have an organic nature while large organizations act mechanically.

This behavior of organizations creates diversity in the flow of information from the inside to the outside and in the opposite direction. The larger the organization is, the slower the flow of information is and the heavier the overall organizational behavior is. This conduct, when added to the element of organizational rigidity relative to the organization's size, makes the process of drawing conclusions and implementing corrective and preventative behavior difficult (Popper and Lipshitz, 1994; Tushman and Nadler, 1978).

Antman and Shirom (1987) found that teachers who work in large schools suffer from greater burnout. Triphon, Gali, and Gafni (1976) found a high correlation between the school size and the organization's load. A large school has a bureaucratic structure and tends to be closed, while a small school is less bureaucratic and has a climate that encourages creativity and innovation. Peled (1978) found that the larger the school is, the more its organizational climate tends to be closed.

Cohen (1997) found that small schools that have a small student population are more suited to be converted to autonomous and self-managing schools and a high level of effectiveness are expected of them. Cohen (1997) recommends in her research to implement in the school a smaller class size so that the number of students per teacher will lessen and thus improve the school effectiveness.

Other researches that the researcher read found that the larger the school size is, the greater the decline in the commitment and in the clients' satisfaction. Class (1989) and Lindsay (1982) found that the larger the school is, the less the social involvement, the degree of cooperation, and the degree of general satisfaction. Thus, the large organization acts mechanically and creates a closed and rigid organizational climate that shapes centralized leadership and management and has a lowered level of performances / effectiveness.

3.8 Summation

Klein (2000) asserts that the increase of the competition among the schools following the policy of the opening of the registration zones, privatization, and the transition to self-management accelerates the processes of organizational learning and hence also improves the institutional effectiveness.

Success is perceived as school effectiveness in regards to the school's degree of flexibility and ability to adjust to new situations. In other words, an effective school is perceived as a dynamic organic system that can adjust to new changing environmental situations.

According to Argiris and Schon (1996), Dogson (1993), and Senge (1991), organizational learning is accelerated in situations of a competitive environment and helps the organization adjust to the changes that occur in its environment and respond to them better. The primary goal of the school must be the improvement of the quality of service provided to the clients (students, parents, and community) of the school. According to Megeed (2002), to achieve this goal the school must significantly improve its level of effectiveness.

Cohen (1997) found in her research that there is no coherence in the level of school effectiveness in Israel. Her conclusion is that many factors influence the school effectiveness. A research that examines all the indices together was not found.

Sharan and Shachar (1990) found that in schools where the students attained high achievements there is pedagogical leadership that is an important and main characteristic in the schools. The researcher's position is that this approach helps increase the trust and level of effectiveness of the school faculty.

Gavish (1982) maintains that the key to school effectiveness lies in the style of leadership that the school principals adopt and in the nature of the leadership that they cultivate among the professional faculty members in their school, and foremost among the teachers. According to Sergiovanni (2002), success and effectiveness depend to a considerable extent on the direct involvement and strong presence of the school principal as a leader. The principal's role is to act to operate the school in the most effective manner and therefore he must focus.

According to Friedman (1989), it is necessary to focus on three main areas to increase the school effectiveness: the definition of the school objectives, the management of the teaching, and the cultivation of a positive climate.

Duttweiler (1988) proposes eight indices that characterize the effective school: (1) focus on the students, (2) proposal of a wide variety of programs/tracks of study, (3) teaching that promotes the learning, (4) excellence in a positive school climate, (5) cultivation of teamwork and social cohesion, (6) diverse programs of training for the school faculty members, (7) collaborative leadership, and (8) encouragement of creativity and innovation in problem solving.

Chen (1991) and Friedman (1989) condition the ability to improve the school effectiveness on the renewed preparation and shared effort of the four main factors of educational activity: students, parents, teachers, and administration. Gaziel (2002) notes that the absorption of the processes of change constitutes an expression of success and effectiveness, since effectiveness is evaluated in the degree of flexibility and ability of the organization to adjust to new situations.

Friedman, Horowitz, and Shaliv (1988) defined seven characteristics of school effectiveness: (1) secure and orderly school environment, (2) clear and defined school mission, (3) instructional leadership, (4) high expectations from the students, (5) equal opportunities for each and every student, (6) evaluation and control, and (7) regular relationship with the student's family.

This type of fit is possible when the actions of the school administration and faculty are commensurate with the school policy.

Edmonds (1979) defines a classic model of the effective school that includes five characteristics of effectiveness: (1) strong and energetic leadership, (2) school climate that encourages learning, order, and discipline, (3) emphasis of the importance of the scholastic achievements, (4) high expectations of achievements, and (5) ongoing supervision of the performances.

Gaziel (2002) addresses in his research six guiding models through which it is possible to define the concept of effectiveness: (1) the model of the goal, (2) the model of the resources, (3) the model of the inner processes, (4) the model of satisfaction of the interested parties, (5) the model of organizational learning, and (6) the model of the absence of lack of effectiveness.

In the research, the researcher will use, to evaluate the school effectiveness, the objective data of the Ministry of Education and the Central Bureau of Statistics on the achievement of the schools along with subjective (perceptual) data that will be collected using the research questions in regards to the variable of school effectiveness. The adoption of the winning teams model allows the organization to achieve its business goals more easily, with the improvement of its ability to cope with a changing environment and the realization of the need for growth and the increase of profitability for the long-term. The core of this approach is based on the personal realization ability of the members of the team through the focus on the development of the abilities of the human capital in the organization through the improvement of the human resource as an 'enabling input' with the improvement of the work processes as 'processing input'. This approach is a necessary but not sufficient condition for the achievement of the organization's main goals, through which it is possible to act to realize to the utmost the potential found in the workers.

The combination of these two aforementioned approaches will increase the connectivity between all the units in the organization. It will lead to organizational synergy that acts in harmony as a crystallized and interactive unit with great competitive ability in the dynamic and even hyper-competitive business environment and to the attainment of impressive long term business achievements (Daft, 2000; Kulwiec, 2001). The present research examines the constellation of variables that influence on the effectiveness through the combined index.

4. Organizational Culture

4.1 Definitions and Characteristics

The term ‘culture’ is defined by dictionaries as the many spiritual and intellectual aspects of a society / firm or of a certain person. Culture includes and addresses manners, behaviors, education, lifestyle, tradition, habits, practices, skills, and outlooks that are expressed in the constellation of behavior and lifestyle of the firm or the person.

The researchers Golinck and Chinn (1990) define the culture as the format that dictates the way in which the individual thinks, feels, and behaves in society. This definition assumes that we are not born with a certain cultural pattern; rather, culture is a learned behavioral element that is acquired over the course of a person’s life.

Organizational culture is a cognitive framework comprised of attitudes, behavior norms, and expectations. After they are created, they tend to remain stable. Main characteristics of the organizational culture are the degree of sensitivity to the workers’ and clients’ needs, the degree of encouragement of the workers to suggest new ideas, willingness to take risks, and degree of openness to use channels.

Relevant definitions to the definition of the organizational culture are innovation, stability, orientation on people, orientation on achievements, formality, orientation on details, and orientation of cooperation.

According to the theory of Shine (1965), there are three levels of organizational culture:

- Superficial level – explicit stratum: What is seen, clothing, speech, system of rewards, etc.
- Intermediate level – values, norms, ideology, partial conceptualization, not always conscious.
- Level of basic assumptions – the basic perception from which the values are derived. Effective organizations are organizations where there is accord between all the levels.

In contrast, Cameron and Quinn (1999) in their basic values model propose four basic values: (1) flexibility, (2) stability, (3) outwards focus, and (4) inwards focus. These values allow the firm management to

create an effective organization that combines between the role of the organizational culture and the workers' sense of identification with the organization and its tasks, while giving a sense of the workers' commitment to the organization's goals and clarifying norms and expected behavior.

The role of the organizational culture in the organization is to provide a sense of identification of the workers with the organization and its tasks. It encourages a sense of commitment on the part of the workers to the goals of the organization and clarifies norms and expected behaviors.

A **sub-culture** refers to a culture that exists within different parts of the organization: another type of job, a different geographic place. The sub-cultures are not disconnected from one another but rather represent different variations and emphases.

A **dominant culture** exists when there are sub-cultures. Namely, there is still a shared dominant culture that reflects the basic values of the organization (Samuel, 1990).

The organizational culture is created by the founders of the company (organizational vision) through the interaction of the workers of the organization, as a result of the experiences of the organization with the external environment. It is influenced by the environment, country, and society in which the organization operates.

Researches indicate that the organizational interaction with the use of open organizational communication encourages and creates an organizational culture and promotes tools for the inculcation of an organizational culture based on symbols, stories, slang, a sense of belonging, rites, and a declaration of the organization's principles / ethical code in writing (Mullins, 1999).

The impact of the organizational culture on the members of the organization helps and encourages the workers to make decisions. Researches have found that effective companies have similar cultural organizational principles and that the workers 'survive' more in organizations with a culture of pleasant inner relations that increase the workers' feelings of satisfaction.

In principle, an organizational culture is stable, but under certain conditions it may change, following outside events that derive from constant changes in the market conditions, technological changes, mergers, changes in the composition of the organization's work force, and/or initiated change of the company.

The organizational culture appeared as a regular method of management only in the 1980s. However, the organizational culture, in terms of the social aspects in the organization's life, has always been a part of the organizational history.

The organizational culture as a management tool originated in Japan. The Japanese management model became a focus of interest, admiration, and imitation at the end of the 1970s and in the beginning of the 1980s, primarily as a result of the phenomenal economic success of Japan, which became the question that engaged the West. The organizational culture provided the appropriate analytic framework for the analysis of Japanese management and the explanation of its advantages. Thus, Japan became the 'cradle' of the organizational culture – the place where the approach to organizational culture as an effective management device was shaped.

Every organization has its own organizational culture, which makes it special and distinct from other organizations. The impact of the organizational culture is apparent in the organization's products and mode of conduct (Senior, 2002).

In the modern world, the organizational culture is expressed in terms of professional and organizational belonging. The culture influences the individuals in it in the way that causes people to change. When the workers enter the organization, they undergo a transformation that is intended to assimilate in them patterns of thinking, observation, and behavior that are derived from the organizational culture.

The organizational culture is the 'glasses' through which the reality is seen and perceived and this is its power and decisive impact on the action of the organization and the workers. The culture in effective organizations is entrenched and structured to the point that the workers who act according to it do not distinguish its presence and impact (Drucker, 1992).

Essential differences in the culture may determine the difference between business success and failure. It is important to identify the organizational culture, since the culture of the organization is a holistic and comprehensive concept, which influences all the areas of the organizational life. The research of the organizational culture can cause the understanding of the fundamental assumptions that are found at the basis of the organizational behavior and that influence the manner of the organization's action in all areas.

The identification of the organizational culture enables the following:

- To understand significant intra-organizational processes.
- To understand the impact of sub-cultures in the organization on what happens therein.
- To identify areas suitable for change (adjustment to the environment, technological changes, identification of new clients, etc.)
- To characterize sources and positions of the resistance to change.
- To develop processes of organizational learning.
- To facilitate the management of international or multi-cultural organizations.
- To understand the manner in which new technologies influence the organization and are influenced by it.
- To explain the successes and failures from the past.
- To document, conserve, and know the organizational history that is perceived as meaningful.

The culture is a processual symbiosis of connectivity and socialization for procedures, norms, symbols, and rites accepted in the society in which we live and operate (Levy, 2000).

Harusy (2000) asserts that the culture is an outcome of the social constellation of reciprocal relations that facilitates the creation of connections through language between people who are common to a certain collective and enables communication among people, organizations, and groups that are shaped by a system of signs and symbols known to the members of the collective. People are cultural creatures and therefore the culture, from an ecological aspect, namely the aspect between the person and his physical and social environment, ties the person to the territory and physical existence in which the person

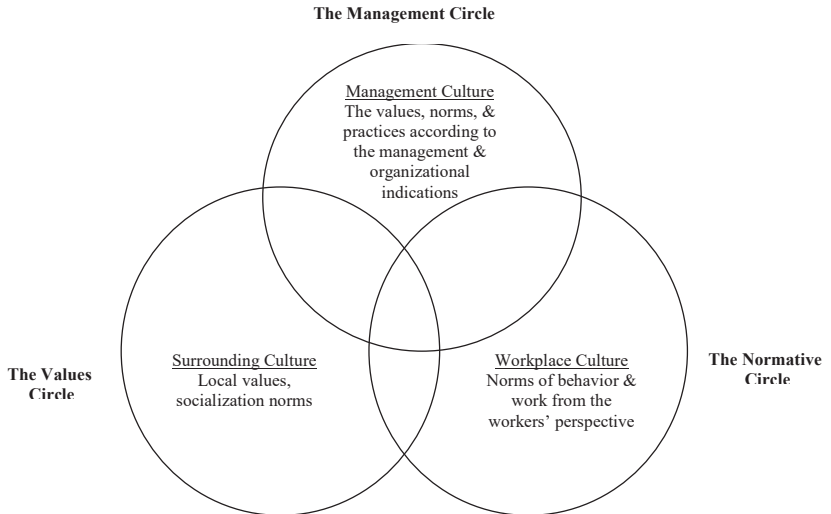
lives, which is expressed in arrangements determined by the users according to the situation that determines the person's behavior (Cohen 1971; Evans, 1979; Goffman, 1959).

Culture is an evolutionary process that develops over the generations / life of the firm / group. It is a part of the process of adjustment to the cultural and social climate that is adjusted to ecology and the physical conditions in the framework of which the entity lives, acts, and spends time for a considerable number of hours a day as a part of occupation and work.

According to Kenan (1992), existential symbiosis is constructed and based over time and includes values, norms, a system of symbols, the expressions of which are found in the culture of speech, body language, and other concepts that characterize the profession of this group. Culture is language-dependent. The social / organizational structure influences the system of relations between individuals. The transfer and assimilation of culture is performed in the framework of the activity environment of the group, when the acquisition of the culture is performed at all times in formal and informal contexts, consciously and unconsciously, when educational activity is therefore culturally dependent by nature (Miller, 1997).

The concept of culture addresses the patterns of behavior and thinking that unite and characterize a certain group / society. The culture is an essential element in every society and community, whether it is international, global, and/or local/tribal, which includes geographic and demographic characteristics. According to Girtz (1973), understanding the culture means understanding social conventions, the ability to interpret the symbolic meaning of behavior through the use of shared basic symbols, their implications, and impacts on people's behavior.

Figure Number 4: Cultural Synergy



The organizational culture invites connectivity between sociological/social concepts (values, norms) and management concepts (control, effectiveness, profitability) that are interdisciplinary. The organizational culture addresses and includes a number of paradigms that enable a look from the sociological perspective at values and norms and organizational practice, such as human resources management, cultural change, and emotion management in services organizations.

Every organization has an organizational culture of its own, which makes it different from other organizations. The impact of the organizational culture is seen in the products of the organization and in its manner of inner and outer conduct.

The research of Kotter and Heskett (1992) shows that a strong organizational culture ensures a high level of effectiveness and business success under the condition that it encourages adjustment to the outer

environment. The organizational culture includes a number of measured dimensions: approach to innovation, approach to risk, vertical contact between managers on intermediate levels and managers on senior levels, horizontal relationship – cooperation with peers, degree of autonomy in decisions, manner of the approach to the performance – the requirement to constantly improve, and policy of rewards – promotion on the basis of the performances.

4.2 Assessment of the Organizational Culture

According to Cameron and Quinn (1999) in their book *Diagnosing and Changing Organizational Culture*, a model is proposed that can diagnose the organizational culture. The culture is characterized using four different types of culture. The division into these four types has primary characteristics:

1. The Primary Characteristics of the Organization

- The organizational culture is characterized by the openness of people to one another, by a sense of extended family, by open communication, and by warm relations.
- The organizational culture is characterized by initiative, dynamism, and innovation. There is freedom to express new ideas, to encourage risk taking, and to take personal initiative.
- The organizational culture is characterized by emphasis on procedures, formality, hierarchy, order and discipline, and clear rules.
- The emphasis is placed on the ability to compete and achieve, the emphasis is on the importance of the task performance and the outputs, the results.

2. The Leadership in the Organization

- The leadership is required outputs and outcomes. The leader emphasizes the importance of quantitative achievements. He requires hard and energetic work. He preaches morality, is competitive, centralist, and achievement oriented.
- The leadership emphasizes the importance of order and organization, the importance of procedures, control, and effectiveness and efficiency, and the engagement in organizational structures. The leadership engages in coordination and improvement of the existing situation.
- Collaborative leadership, delegates authorities, is democratic, emphasizes the development of people and teamwork.
- Leadership that takes initiative, takes risks, pushes to innovation, gives freedom to the creativity and initiative of the people.

3. The Organizational 'Glue'

- The glue that unites the organization is formal procedures, laws, discipline, and order. Stability and routine are very important. The structure and roles are clear and constitute a basis for the organization's normal functioning.
- The glue that unites the organization is loyalty and commitment, human relations and teamwork. The organization is characterized by a positive and comfortable climate, open relations and worker satisfaction. The client is considered a part of the organization.
- The glue that unites the organization is the focus on innovation and change, the desire to be original and imitated by others, to be first with an innovative product or an innovative process and technology.
- The glue that unites the organization is the emphasis on work productivity, the quality and level of the performance, meeting objectives, and achievement of the goals, aggressive marketing and quality service for the client.

4. The Organizational Culture

- Emphasizes dynamism and desire to meet new challenges all the time. Learning through experience and trial and error. Organizational learning is performed in a flowing manner and innovation and initiative are rewarded.
- A pressuring, competitive, conflict-laden culture that emphasizes the importance of victory. Management according to objectives and results, work without any accounting. Communication that for the most part is top down, negative feedback.
- Culture of trust and openness, good atmosphere, cooperation and involvement of the staff, direct relationship with the clients.
- Culture that emphasizes regularity and stability. The expectation is to fill clear direction and procedures. Constant effort to strengthen norms of behavior and to maintain them painstakingly.

5. Criteria of Success

- Market segment, scope of sales, adherence to the program, satisfied customers, leadership in the market.
- Worker satisfaction, worker development and learning, teamwork, concern for people.
- Introduction of innovative products or services into the market, use of innovative methods, technologies, and systems.
- Effectiveness, adherence to the program, meeting the schedule, stability, and regular flow of the system.

6. The Values of the Principals

- Values of obedience to authority and seniority, importance of order and organization to success, importance of work experience and rank, importance of stability and maintenance of stability.
- Values of personal initiative, freedom of action, taking risks, uniqueness, freedom to change, importance of the change and dynamism in the organization's life.
- Emphasis on competitiveness, hard work, performance and achievement orientation, importance of inspection, supervision, and control of workers, reward and punishment according to performances.
- Values of cooperation, delegation of authorities, work relations, satisfied work, distribution of power.

The data obtained for each one of the model elements are placed on the model and through the delineation of a straight line it is possible to identify the primary characteristics of the culture of the organization. In addition, through the model it is possible to identify the nature of the organizational focus in regards to one or more of the four approaches/strategies: organizational structure – flexibility, outer focus, inner focus, and control. The researcher will use the model of Cameron and Quinn (1999) to identify the organizational culture.

Figure Number 5: The Type of Organizational Culture according to the Clan Model

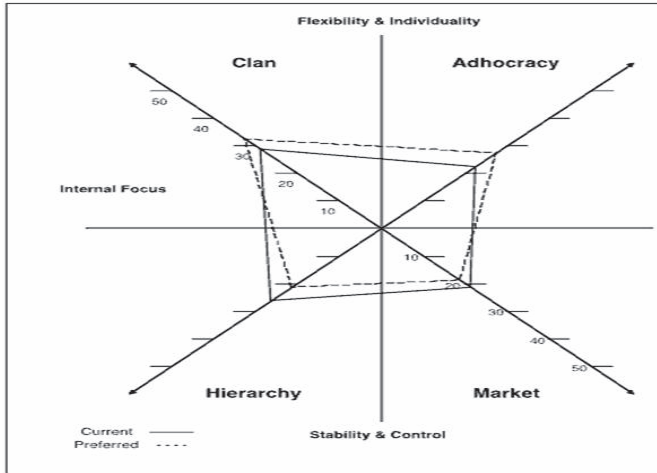


Figure Number 6: Example of the Model Implementation in an Educational Organization

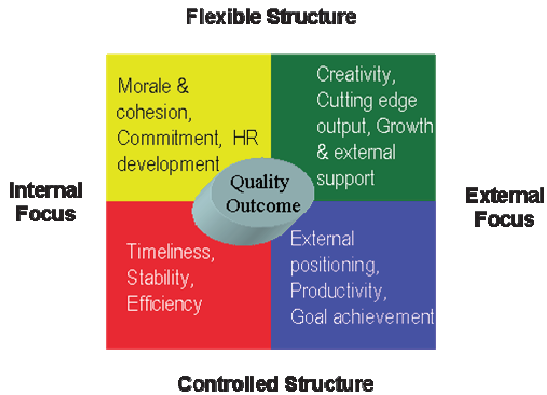
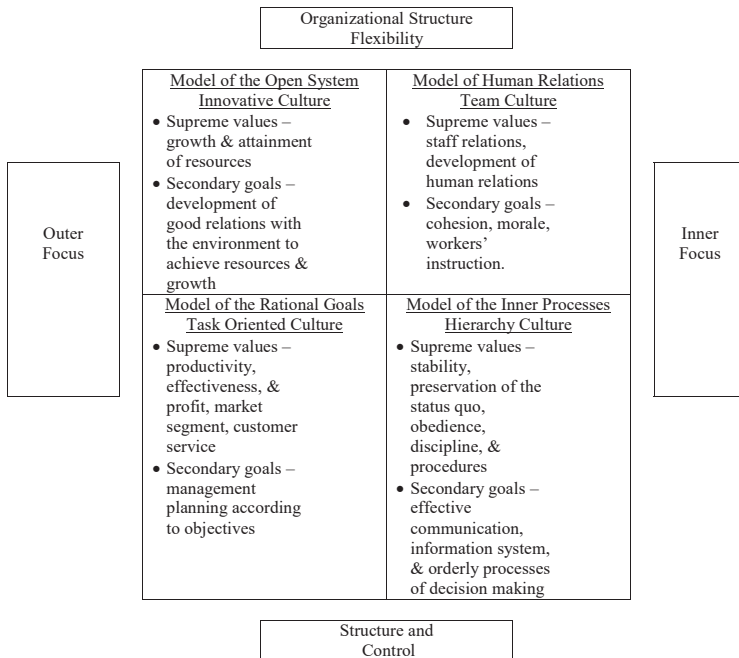


Figure Number 7: The Four Models of Effective Organizations



4.3 The School Culture

According to Girtz (1973), the school culture is a system of beliefs and implications that people give to their experience in the school. Girtz (1973) further maintains that when the school culture is researched in light of the technological changes and the need to bridge between the school cultures, one cannot remain indifferent. It is necessary to cope with serious questions pertaining to the future impacts that relate to the goals of education and to the figure of the graduate in the technology rich society and from the didactic aspect, with questions that relate to the impact of the information rich environment on the learning-teaching processes.

Organizational behavior means a constellation of behavior patterns, norms, and organizational aspects that occur in organizations and workplaces that represent the behavioral side. The organizational culture is an inseparable part of the cognitive framework that addresses the workers' attitudes, behavioral norms, and expectations.

The organizational culture facilitates the optimal coping in times of crisis and uncertainty, the reduction of conflicts, and the increase of the workers' satisfaction, which leads to the improvement of the business performances and activity according to ethical codes. Culture also has shortcomings, such as stagnation, lack of change, tendency to heterogeneity, and the development of 'patience' on the organizational level (Cooke and Lafferty, 1987).

Researchers differentiate between the official school culture, as perceived and represented by the school administration and as expressed in official rituals, symbols, and practices in the school, and the sub-culture that develops in groups such as the school staff and the teaching faculty. Moreover, in the school different cultures can form, characterized into certain groups by demographic variables such as gender, age, education, teaching experience, etc. (Keshti, Arieli, and Shlasky, 1997).

According to Woods (1983), the secondary culture can be conformist, integrated in the formal culture or the secondary culture can be indifferent or rebellious towards the formal culture. The range of possibilities includes culture that is adaptive, exploitive, and/or closed in itself.

The professional pedagogical culture in the school occurs for the most part in the teachers' room, a place with the object to serve the teachers and school staff as a place to rest, to seek advice, and to perform professional activity in the framework of quality time. In the teachers' room, there are interactions of group meetings, grade coordinators and subject coordinators, brainstorming, and meetings of the administration, staff, and teaching faculty to coordinate work plans and allot resources. The interaction is verbal and there is a constellation of reciprocal relations among the teachers, between the teachers and the administrative, between the faculty and the teachers. During the day, the teachers' room in essence is the main room of the school and is more important than the classrooms. Teachers and staff members tend to sit in

regular seats, in groups, and this indicates the distinct social circles among the staff members and groups of teachers: subject teachers, older and younger teachers, experienced and novice teachers, women and men, etc. (Ball, 1987; Sivan, 1995).

According to Kenan (1992), the culture is the externalization of information and the use of possible learning mechanisms only during the stay in the teachers' room since it is the main meeting room in the school. There it is possible to exchange information, knowledge, and to hold social and professional interactions.

According to Sarason (1991), the teachers do not see themselves as a part of the group and therefore they have a tendency to 'isolation' and their mode of thinking is influenced by this 'isolation'. This behavior derives from the fact that the teachers do not work in teams but cope as individuals in the classrooms and the teamwork occurs only *ad hoc* for a certain project for a limited period of time.

Inbar and Pereg (1995) maintain that the orientation of the teachers and the school staff is individual. The teachers have a problem of the transition ability to a collective world during the lessons, which necessitates a change of perception and perceptual, cultural, and cognitive approach that influences the teacher's behavior.

In light of this reality, according to Kenan (1996), the teacher's social professional culture that develops in the teachers' room in the school is individual, competitive, and the level of cooperation is low. The main values at the basis of the reciprocal relations and the interactions are preservation of the social order, belief in the importance of the hierarchical structure, and object-oriented locus of control.

4.4 Summation

The organizational culture is a cognitive framework comprised of attitudes, norms, behavior, and expectations. After they are formed, their tendency is to remain stable. The main characteristics of the organizational culture are the sensitivity to the needs of the workers and the clients, the encouragement of the workers to posit new ideas, the willingness to take risks, and the openness to use different channels of activity. The role of the organizational culture in the organization is to provide a sense of identification among the workers with the

organization and its tasks and a sense of commitment among the workers to the organization's goals and to clarify norms and expected behavior. The model of basic values formulated by Cameron and Quinn (1999) proposes four basic values: flexibility, stability, external focus, and internal focus.

These values enables the firm's management to create an effective and efficient organization that combines between the roles of the organizational culture in the organization and the workers' sense of identification with the organization and its tasks, while giving a sense of commitment of the workers to the organization's goals and clarifying norms and expected behavior.

The founders of the organization create the organizational culture (organizational vision) through the interaction of the organization's workers, as a result of the organization's experiences in the external environment. The organizational culture is influenced by the environment, the country, and the society in which the organization operates. The impact of the organizational culture on the organization members helps and encourages the workers to make decisions. Researches have found that effective companies have similar organizational culture principles and that the workers 'survive' more in organizations with a culture of pleasant inner relations that increase the workers' feeling of satisfaction.

According to Senior (2002), every organization has its own organizational culture, which makes it unique and distinct from other organizations and the impact of the organizational culture is apparent in the organization's products and manner of conduct. The organizational culture is the 'spectacles' through which it is possible to see the impact of the culture on the organization's conduct and on the workers' conduct, on the everyday level as well. In effective organizations, the organizational culture is entrenched and structured to the point that the workers in the organization do not discern its presence and influence (Drucker, 1992).

The culture is a processual symbiosis of connectivity and socialization for procedures, norms, symbols, and rites that are accepted in the society in which we live and act (Levy, 2000).

According to Harusy (2000), the culture is the outcome of the social constellation of reciprocal relations that facilitates the creation of connectivity among people. The culture allows people, organizations, and groups to converse and is shaped according to signs and symbols that are known to the members of the collective.

The organizational culture exists at all times, on both the formal and the informal levels, consciously and unconsciously. Every educational activity is culturally dependent by nature (Miller, 1997).

According to the CLAN model of Cameron and Quinn (1999), the organizational culture is characterized and classified into types of different cultures: the leadership in the organization, the organizational glue, the organizational culture, criteria of success, and values that the managers hold.

There are shortcomings to the organizational culture, such as stagnation, lack of change, tendency to heterogeneity, tendency to develop 'patience' for change on the organizational level (Cooke and Lafferty, 1987).

The researchers distinguish between the official school culture, as it is perceived and represented by the school management, and the subculture that develops in groups such as the school faculty and teachers and thus can form different cultures that characterize certain groups with demographic variables. Therefore, the shared school values are influenced by the different behaviors that exist among the members of the school staff and the constellation of reciprocal relations among the groups that act in the school (Keshti, Arieli, and Shlasky, 1997). The organizational and professional culture in the school is characterized as a way of life that includes beliefs, values, and ideology based on interpersonal and group reciprocal relations.

5. Summary of the Theoretical Background

The period in which we live is characterized by rapid changes in the organizational environment. Many researchers have performed researches to identify the school characteristics and have found that the survival of schools depends largely on the school's ability to improve its level of effectiveness and efficiency in response to changes that occur in the environment of its activity. Research indicates the extensive agreement among researchers that the adoption of the approach of the 'learning organization' facilitates and enables the organization to survive and to develop under conditions of a changing and competitive environment.

The professional and academic literature examines the organizational effectiveness from different conceptual aspects that sometimes are identical in meaning to two concepts / variables that are included therein – the 'learning organization' and 'organizational effectiveness'. The academic literature addresses the effective organization as an organization that adopts the approach of the 'learning organization'. The learning organization incorporates an organizational culture that encourages and integrates learning on the level of the individual, the staff, and the group, from the intention to aspire to ongoing adjustment and creation of a competitive advantage based on an added value versus the environmental changes. The dual approach in the learning organization exists with the existence of learning mechanisms and a learning culture that encourages the members of the organization to use these mechanisms for learning.

The review of the theoretical and empirical literature shows a variety of intra-organizational factors that may influence the existence of processes of learning in the organization and the degree of effectiveness achieved from the learning. This is influenced by the organizational structure, the nature of communication in the organization, the organizational culture, the degree of trust in the organization, the leadership style in the organization, and the degree of professionalization of the organization members.

In modern society, there is agreement on the need of organizations to increase their efficiency and effectiveness to succeed in the conditions of a competitive market in an era of rapid technological changes. Political and economic changes influence the clients' perception in the competitive market conditions.

Organizational learning is based on processes in the organization focused on absorption and assimilation, production and manufacture, dissemination and distribution, sharing and collaboration in the organizational knowledge. The goal is to allow the organization to exploit its inner resources effectively and efficiently, to identify and create opportunities, to solve problems, to improve its ability to cope with the environment in which it acts, and thus to become a learning system.

The success of the organization under competitive conditions depends on the organization's ability to conduct rapid constellations and mechanisms of learning out of the need to perform adjustments to the frequent changes in the environment of the organization's activity. Organizations that succeed in performing a good adjustment to the environmental changes will survive and their level of effectiveness and efficiency will improve.

The schools of the 21st century function in an environment that differs from the environment of the past. Today the school acts in a competitive, dynamic, complex, and often unexpected environment. This environment requires the school administration to constantly examine its effectiveness and efficiency, its functioning, and its degree of suitability to the environment and to the clients' needs, while taking into consideration the requirements of the formal educational system.

The professional and academic literature examines the organizational effectiveness from different conceptual aspects that sometime are close to one another in meaning and in the degree of congruence between them. An organization that implements 'organizational learning' combined with a culture that encourages learning is defined in the literature as an effective organization, since the norms of learning and behavior of the individual in the organization are combined in the organizational culture, in the work, and in the learning in teams.

According to Popper and Lipshitz (1998, 2000), ‘organizational learning’ is especially seen in organizations that adjust themselves to the environmental changes through the existence of a regular process of the absorption, processing, and dissemination of external information and the transformation of this information to knowledge. This approach represents the dual approach to the existence of learning mechanisms in the organization and a learning culture that encourages the organization members to use the learning mechanisms that create an ongoing organizational learning constellation.

‘Organizational effectiveness’ addresses the degree to which the organization realizes the goals for which it was established. This definition is broad and includes different secondary goals, all of which focus on the effectiveness of the intra-organizational processes and less on the products.

An effective school is an educational institution that acts methodically and continuously to improve itself in order to achieve its goals, through the utmost exploitation of its resources – physical, human, and financial – and through the upholding of the well being of the school staff, the teachers, and the students.

Many researches have been conducted in Israel and around the world on the topic of organizational effectiveness in the school situation. Most of these researches address the scholastic achievements as the primary index of the measurement of effectiveness. Very few of the researches examined the school effectiveness using quantitative indices. Most of the researches addressed the single dimension that is included in the variable of effectiveness according to its different definitions and not as a variable as a single constellation.

The researcher pays attention to the fact that the indices of effectiveness for the examination of the school are different and there is no absolute and broad agreement among the researchers. A review of the literature shows that there is a strong positive relationship between the indices of organizational effectiveness when the organizational learning explains the diversity among the effective schools, according to some of the definitions of school effectiveness.

Examination of the relationship, its direction, and its strength between the variables of ‘organizational learning’ and ‘organizational

effectiveness' in the school situation obligates the examination of the relationship in regards to demographic variables and background variables: school size, school location, role holders, education, age, gender, experience. These variables were identified in the review of the research as factors that influence the effectiveness of the organization.

From a review of the literature on the topic, the researcher concludes that there is extensive agreement among researchers that organizational learning helps the organization promote its business objectives while it can improve the effectiveness of the systems and processes. Schools and teachers are active partners in the constant attempt to adjust themselves and the school to the world of the future and to declare to the pedagogical environment, the local authority, and the clients (parents and students) that we are the best school for you.

It is maintained that a true perceptual and systemic change is required in the way in which the professional-pedagogical knowledge of the teachers and of the schools as learning organizations is managed. A true change is needed in the teaching of the technological, perceptual, and social skills required in the knowledge era.

The researcher found in the researches agreement that there is no ideal management style and that the use of a management style depends on complex factors such as the nature of the organization, the management rank, the type of roles of the staff, the level of maturity and professionalism of the workers. In contrast, in regards to the style of leadership the researchers agree that several traits characterize effective leadership, including behavior and commitment to a better way, profound belief that the organization's future depends on the instilment of change, the need for renewal, and creativity. The leader sees in change a goal that is exciting, stimulating, valuable, and essential to the future success of the organization and the satisfaction of his personal needs.

The courage to challenge the power bases and existing norms develops personal bravery to adhere to the commitment against all opposition, failures, lack of confidence, and personal risk. The leader is not afraid of failure. He develops the ability to rise like the phoenix and thus builds bravery and strengthens those around him. In addition, he encourages personal initiative to shatter paradigms and promotes teamwork and collaboration with others in the effort to solve unexpected problems, to cope with bottlenecks, to examine the ability to disrupt the

status quo, and to display groundbreaking thinking. Delays do not weaken him and do not deter him from trying again and again. He responds to the inspiration of the senior management / managers' council but does not wait to act.

He motivates himself and others and is a source of inspiration and strength for those around him. He induces excitement and momentum in the contacts with the workers and provides opportunities for activity. All these elements allow his subordinates to act according to his personal example and figure of imitation through the taking of personal responsibility. He evinces concern and caring for people in such a way as to allow them to perform their work. Decent leadership displays sensitivity to the creation of conditions of success for others through the avoidance of manipulation and exploitation of others and the maintenance of modesty and humility as a creed.

Self-aggrandizement, exhibitionist behavior, and aspiration to personal benefit are perceived as lessening the believability and worthiness in the eyes of those around him. A sense of humor helps him survive in situations of pressure; even when all those around him are at the point of collapse, a smile and the ability to use biting humor help pass situations of confusion, despair, and failures.

The research emphasizes the differences between management and leadership when leadership represents the ability to lead and motivate through inspiration and emotional relationship, charisma, a personal example, and the ability to motivate people to accomplish the unbelievable.

The style of leadership is the way in which the leader moves his followers. Some leaders adopt different styles of leadership that force the followers to behave in a certain way, while other leaders delegate authorities. The reviewed literature found a relationship between the level of willingness of the followers who are members in the organization (teachers and school staff) and the style of leadership of the organization manager (principal). The style of leadership needs to be adjusted to the nature, occupation, and work environment of the organization. According to all researchers, leadership is perceived as a learned attribute.

The researchers McLaughlin and March (1978), Shechtman (1990), and Zak (1981) assert that winning leadership combines teamwork, vision, dynamism, ability to adjust to changes, cognitive flexibility, innovation, and creativity. Focus on the worker is perceived as effective leadership and contribute to the achievement of a social climate in democratic schools.

In light of the pace of changes that occur in his period in all areas of life influenced by science, the media, and information technologies, the researcher believes that the principal of the future school needs to adopt styles of leadership that will allow him to lead the school to organizational excellence. He must adopt a policy based on transformational leadership that enables rapid ability to adjust to environmental changes in combination with a flexible organization, according to the Sphere/Grid Model. A grid organizational structure responds better to changes and conditions of uncertainty than does a functional hierarchical organization, since the grid and sphere model is characterized by 'organism', open communication, mobility, and functional flexibility. In the ideal sphere model, the resources can infinitely rotate. Thus, when the organization encounters opportunity or a problem, it is possible to move and rotate every sphere, which enables means of evaluation of the full range of resources at the organization's disposal to cope with the new challenge.

Leadership does not take the role of management since it does not depend only on the role, the traits, and status but takes into account the characteristics of the situation and the areas of overlap between roles and organizational orientation.

Fidler and Chemers (1974) assert that the person's management style is reflected in his patterns of management as an organization manager. This pattern addresses the system of behaviors that characterizes the individual regardless of relationship to the situation, through the reference to the actual activity of the leader.

The principals of the schools of the future are required to adopt skills of ability to manage human capital that acts in an open organizational climate based on a culture and behavior that encourages teamwork, renewal, creativity, dissemination of knowledge, ability of functional flexibility with the empowerment of the teacher and the school staff in the decision making process.

The leadership of the schools of the future must, according to the researcher, acquire skills to determine organizational strategy and manage open systems of integration between community and pedagogy, including the ability to lead to the constant improvement of processes of control and learning in the organization and release from the paradigms that limit openness and organizational growth. (Friedman, 2000)

The school culture and the professional culture are defined as a way of life based on perceptual patterns that developed over time and include beliefs, ideologies, and interpersonal reciprocal relations in different groups of people. These cultural patterns are influenced by material and technological tools that produce a whole system that includes shared values, behavioral norms between people and groups, a culture of the use of abilities of creativity and innovation. An organizational culture is the pattern of approaches, beliefs, assumptions, and shared expectations that may not be written but shape the way in which people act and conduct reciprocal activity in the organization.

The culture of the firm constitutes the basis of the way in which things happen in the organization. It encompasses the dominant ideologies in the organization and is expressed through myths, stories, and rituals (Mullins, 1999).

The role of the organizational culture is to create a unique identity that characterizes the organization. In addition, the culture is the 'cohesive adhesive', the 'glue' that sticks together all the parts of the organization and enables a sense of identification, belonging, and pride, through the emphasis of norms and the ability to create separation and competitive advantage.

The culture enables the organization to assimilate methods and approaches as a way of life to solve problems, ways of thinking, and motivation to success. The review of the literature shows that there is a distinction between the declared culture, which represents the values, the philosophy, the beliefs, and the norms of behavior that are declared and institutionalized in writing, and the realized culture, as it is expressed in the everyday life of the organization and as it is perceived by the members of the organization and by interested parties.

These perceptions derive from the past of the organization, from the external environment, and from the values that bring it is competitive

advantage. The management and the leadership of the organization bring the values of leadership and a personal example that derive from the organization's mission and vision. The leadership acts through the respect of the experience and contribution of senior managers and the openness to the positive culture of the young generation that enables and is established on the culture of human relations, open communication, service, involvement and cooperation, equality, and concern. Motivation from the force of relations, culture of learning, development of esteem and promotion of the workers, instruction, interest in the work, mentoring, trust, and organizational learning. A culture of task orientation and results versus objectives, goals, achievement, outputs, professionalism, excellence, meeting timetables, effectiveness, quality, motivation from the force of achievements. This type of culture enables innovation and initiative, client orientation, organizational order, procedures, formalism, hierarchy, control, measurement, obedience, regulations, safety, formality, and motivation from the force of discipline.

The culture of the company constitutes a key element in the realization of the organization's mission and strategies, in the improvement of the organizational effectiveness, and in the management of the change, since it is entrenched in most solid beliefs and reflects the successes of the past and the present. The culture of the company helps the organization create an atmosphere that leads to the improvement of performances and ability to manage changes. The culture may sometimes act to the organization's detriment through the establishment of obstacles that prevent the achievement of the strategic objectives, resistance to change, and lack of commitment (Drucker, 1992).

In a bureaucratic organization with a rigid structured and a culture with rigid norms it will be difficult to act and to ignore these norms, while in an 'organic' organization with a structure with ranks of freedom, the organizational norms will be less strict but will still exist. The culture is important since it influences a considerable part of the organization's actions and its expressions in the organizational behavior how principals, groups, teams, and individuals behave in the organizational context and in the way in which organizational activity occurs, 'the way in which things happen here' (Golinck and Chinn, 1990). The culture is expressed in behavior in five areas, the organizational climate is a part of the organizational culture, since the

members of the organization see and experience it, feelings of the people and their responses to the culture characteristics, their values and their quality.

The style of leadership and management influences the organization's culture and values. The company culture has important implications on behavior, status in the market, and constellation of reciprocal relations with suppliers, clients, interested parties, and stockholders (Senior, 2002).

The company culture is a key element in the achievement of success. The main role in this process is reserved for the CEO of the organization who acts and with the support of his people achieves excellence through the definition of the organization's tasks. He transfers to every person his vision, defines and formulates the organizational values he finds correct, displays leadership to motivate the organization members, and ensures their involvement and their commitment to the achievement of the objectives. (Kotter and Heskett, 1992).

The present research study examines the type of school culture and the impact on the variables of organizational behavior, organizational learning, and its contribution to organizational effectiveness. The present research study empirically examines the relationship between the research variables in the school setting, when the goal is to examine the nature, strength, and direction of this relationship.

The Empirical Research Study

6. The Research Framework

6.1 The Research Rationale

In the review of the literature, the researcher found that dominant characteristics influence management systems in the schools. These are:

- Learning in a computerized communication environment.
- Empowerment of the individual and the teachers.
- Improvement of skills.
- Improvement of the quality of the performances.
- Improvement of the processes and management of knowledge.
- Personal and organizational leadership.
- Adoption of an organizational culture and climate that facilitate the school development.
- Development of learning skills.
- Adoption of management styles that enable transition from a closed system to an open system.
- The ability to act as a ‘learning organization’.

The present research study empirically examines the relationship between the research variables and their manner of impact on the degree of ‘organizational effectiveness’ in the school situation, through the supervision of the relevant background factors, the size of the school, place of the school, role holders, education, age, gender, and number of years of educational work.

Popper and Lipshitz (2000) found that the style of leadership that encourages effective organizational learning increases the learning activity in the organization, since the leaders influence the values relevant to the organization’s functioning and the manner of thinking, the level of motivation, and the behaviors of the workers for organizational learning.

Organizational learning is especially apparent in organizations that adjust themselves to the environmental changes through the existence of a regular process of the absorption, processing, and dissemination of external information in the organization and the transformation of this

information into knowledge. This approach represents the dual approach to the existence of mechanisms of learning in the organization and the learning culture that encourages the members of the organization to use learning mechanisms that create an ongoing pan-organizational learning constellation (Popper and Lipshitz, 2000).

Popper and Lipshitz (1998) identified five factors that influence the likelihood of organizational learning and its strength and effectiveness:

1. The commitment of the management to the organizational learning.
2. The encouragement of the organizational leadership of learning and the use of learning mechanism.
3. An organizational behavior and culture that encourages learning.
4. A management style that cultivates learning.
5. Behavioral norms that allow learning from failures and successes through openness and tolerance.

The training and instruction of teachers in the organization are one of the five elements that comprise the organizational learning mechanisms.

According to Friedman (2000), schools act in an open system that touches and parallels other organizations that exist and act in the community public sector. Therefore, the impact of the senior and intermediate management ranks on the organization's achievements is significant.

Cohen (1997) found in her research that there is no coherence in the level of school effectiveness in Israel. Her research examined variables related to school effectiveness, when the effectiveness was measured using an index of scholastic achievements alone. Her conclusion is many factors influence the school effectiveness. A research that examines all the indices together was not found.

Gaziel (2002) notes the absorption of processes of change constitutes an expression of success and effectiveness, since effectiveness is evaluated by the degree of flexibility and ability of the organization to adjust to new situations. According to Gaziel (2002), the school is defined as effective if it knows to change and adjust to its changing environment and if there is a process of learning from mistakes

and the degree of development of the school and the scope of the school growth.

Popper and Lipshitz (2000), Sergiovanni (2002), and Weinraub and Rechtman (2001) maintain that the manager's behavior, manner of conduct, style of management, indications of interest and empathy, behavior during unusual events, and approach to reward are all factors that influence the social values and desired behaviors that cultivate a positive organizational climate that enables management without the fear of criticism through transparency and openness and the emphasis of the value of organizational learning as a main approach. Managers who assume upon themselves to serve as 'learning agents' convey to their workers a clear message that learning is a positive behavior, important and desirable, which influences the school effectiveness.

Edmonds (1979) defines a classic model of the effective school that includes five characteristics of effectiveness: (1) strong and energetic leadership, (2) school climate that encourages learning, order, and discipline, (3) emphasis of the importance of the scholastic achievements, (4) high expectations of achievements, and (5) ongoing supervision of the performances.

The present research study examines the intensity of the relationship between the leadership and organizational culture and the organizational learning and organization effectiveness, taking into consideration demographic and background characteristics such as the place and size of the school, the work experience of the school principal, the staff, and the teachers in the school, education, age, and gender. The present research examines the constellations of variables that influence the effectiveness using a combined index.

In all the researches, the ability of prediction, generalization, and level of significance was high, and therefore the present research study examines the impacts of the moderating variables on the research populations for the purpose of the measurement of the impact on the sense of school effectiveness. The research model is based on the research studies of Cohen (1997), Edmonds (1979), Friedman (2000), Gaziel (2002), Popper and Lipshitz (1998, 2000), Sergiovanni (2002), and Weinraub and Rechtman (2001), which are included in the review of the literature.

6.2 The Research Goals

The present empirical research study is based on the results of the study of the theoretical background. On this basis, two theoretical perspectives were formulated for the empirical research.

Starting Theoretical Perspectives:

1. To examine through the research literature the constellation of the factors that are related to and that influence the school effectiveness.
2. To identify the variables which influence the constellation of reciprocal relations between leadership and organizational behavior and organizational learning and connection to organizational effectiveness.

Applied Goals for the Empirical Research:

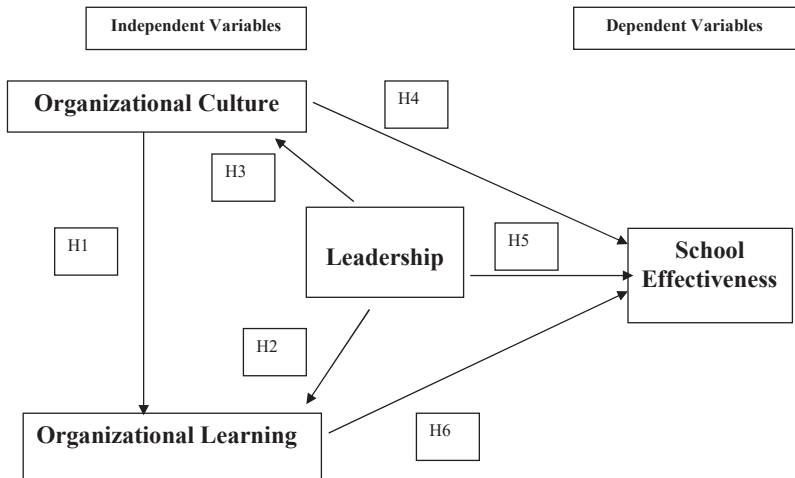
1. To form recommendations to help understand the factors which influence the organizational effectiveness.
2. To form recommendations to help improve the organizational culture as helping the improvement of the 'organizational effectiveness'.
3. To recommend styles of leadership and management preferred in the schools as a factor that helps improve school performances.
4. To recommend ways of empowerment and personal development (career management) as improving personal and organizational effectiveness.

6.3 The Research Questions

1. What is the impact of the leadership style on the school effectiveness?
2. What is the impact of the organizational culture on the school effectiveness?

6.4 The Research Model

Figure Number 8: The Research Model



6.5 The Research Hypotheses

1. (H1) There is a positive relationship between organizational culture characterized by human relations, initiative, and innovation and the organization's level of learning.
2. (H2) There are differences in the school organizational learning between principals with different management styles. The organizational learning in the schools where the principal has a transformational leadership style is higher than in schools where the principal has a transactional leadership style.
3. (H3) There are differences in the organizational culture between principals with different management styles. In schools with principals with a transformational leadership style there is an organizational culture based on human relations, initiative, and

innovation as opposed to schools where the principal has a transactional style, where the organizational culture is based on results, achievements, order, and organization

4. (H4) There is a positive relationship between an organizational culture characterized by human relations, initiative, and innovation and organizational effectiveness and organizational learning.
5. (H5) There are differences in the school effectiveness between principals with different management styles. The school effectiveness of principals with a transformational leadership style is higher than that of principals with a transactional leadership style.
6. (H6) There is a positive relationship between the organization's learning level and organizational effectiveness.
7. (H7) There is a positive relationship between personal characteristics of the principal/leader (gender, age, education, training, teaching experience, management experience) and the level of school effectiveness.

6.6 The Research Design

The research is based on the perception of the positivist paradigm, which maintains that the perception of the world and the reality exist independently, and therefore it is possible to measure reality using objective means and not have to rely on feelings or intuitions.

This outlook is at the basis of the quantitative approach, which is based on the deductive process, which is related to the preliminary development of theory and its examination using empirical means.

The research approach is correlative quantitative, originating in the scientific empirical approach and intending to provide descriptions of the relations and to predict relations in future behavior, on the basis of occurrences in the present. "Objectivity, in the accepted meaning in quantitative research, is an external process, which provides results that can be repeated" (Meir, 1995, p. 29).

The measurement tools in the research are understood and the analysis of the data is performed using statistical methods. The research was conducted as a field research among the workers in high schools according to what was described in table number 5 in the explanation of the sampling method. According to Birenbaum (1993), a field research is a descriptive research that describes and documents a picture of the situation without manipulation through the use of a survey.

6.7 The Research Instruments

The researcher uses, to evaluate the school effectiveness, the objective data of the Ministry of Education and the Central Bureau of Statistics on the achievements of the schools examined in the research along with subjective (perceptual) data that is collected from research questionnaires in regards to the research variables. The use of the objective data strengthens the research methodology, when the outputs of the organization (the school) are examined, and enables the avoidance of bias when the degree of correlation is examined between the research subjects' perceived attitude and the level of achievements reported by the Ministry of Education.

The research study uses structured questionnaires that have been validated in previous research studies, with the exception of additions the researcher made in the questionnaires of the learning organization and the organizational effectiveness, which were re-validated. After the validation of the questionnaires and the construction of integrated indices to examine the research hypotheses on the level of analysis of the school, the researcher emphasizes that the data collected using the questionnaires represents the subjective perception of the research subjects regarding the research variables.

According to Peres and Yatziv (1995), the most convenient and quickest and thus the most used method in the realm of the behavioral sciences for the collection of data is the use of questionnaires that document the perception and attitudes of the research subjects regarding the research variables. The questionnaire as a tool for data collection has an advantage in its uniformity of the asking of the questions and of the order of appearance of these questions. It has a further advantage of the saving of resources of time and cost and of the ability to perform

comparison between the respondents' responses while neutralizing the impact of the researcher on the subjects.

6.8 The Research Variables

Independent Variable Number 1: Organizational Culture (Order Scale)

The **nominal definition**: This research examines the degree of existence of an organizational culture. According to Senior (20002), every organization has its own organizational culture that makes it unique and distinct from other organizations and the impact of the organizational culture is apparent in the results of the organization and in the manner of conduct. The organization's culture has implications on its behavior, status in the market, and constellation of reciprocal relations with clients, suppliers, interested parties, and stockholders.

The **operational definition**: The variable of the organizational culture is measured according to the Questionnaire for the Classification and Characterization of the Organizational Culture based on the EIAP model and the validated questionnaires of Cameron and Quinn (1999). The questionnaire includes 24 questions that measure four dimensions that represent four types of culture that suit the EIAP model and the relationship with the focus of the organizational activity.

The reliability of the original questionnaire for each one of the examined dimensions is high. In the present research, the principals, the teachers, and the school faculty were asked to respond to the questionnaire. The questions address the four dimensions that represent four culture types vs. four managerial models, as detailed in table number 1.

The questionnaire presented in appendix number 1, part 3 of the questionnaire. The respondent is asked to note the degree to which he agrees or does not agree with the organization where he is employed on a Likert scale of 5 ranks, when 1=very slightly, 2=slightly, 3=partly, 4=greatly, 5=very greatly.

**Table Number 1: The Dimensions in the Organizational Culture
Questionnaire – Cronbach’s Alpha Reliability Coefficients**

Dimension	Dimension	Questions	Original Reliability
1	E: culture of initiative & innovation	2,8,11,13,19,22	$\alpha=0.77$
2	I: culture of human relations	1,7,10,15,18,24	$\alpha=0.85$
3	A: culture of organization & order	3,6,9,16,20,21	$\alpha=0.92$
4	P: culture of results & achievements	4,5,12,14,17,23	$\alpha=0.93$

Table number 1 presents the correlation coefficients of the four dimensions that represent the types of organizational culture. The level of internal reliability that was obtained for all the dimensions is high; the overall calculated reliability for the organizational culture questionnaire is $\alpha=0.93$.

According to Bass (1985), the eight questions and the two dimensions, motivation and value impact, summarize the dimension of the manager’s personal charisma and presents the workers’ feeling regarding the leader’s ability to inspire in them enthusiasm and willingness to act in concerted effort through a vision, inspiration, connectivity to values, and shared goals.

Combined Indices

The construction of combined indices for the measurement of the existence of an organizational culture for the learning organization was performed in two stages. The questionnaire was validated and the questions that are phrased negatively were reversed. Then the mean of the responses on the level of the research subject was calculated for the questions that measure the dimensions that contribute to the internal reliability.

The mean and median were calculated for every dimension separately, as an overall index for the existence of a learning organization. Fifteen scores were obtained for every subject for each one of the fifteen dimensions and another overall score was calculated in the stage of the collection of the data / scores in the division according to organizational affiliation. The mean, median, and standard deviation were calculated, to express the degree to which a ‘learning organization’ exists in the examined school. Then the data were united with the data of the general details questionnaire on the school and the general details

questionnaire on the principal, teachers, and school staff to examine the research hypotheses.

Independent Variable Number 2: Learning Organization (Order Scale)

The **nominal** definition – The present research examined the degree of existence of a learning organization and culture that encourages learning. Levy (2000) defines a learning organization as an organization whose people persistently improve their performance ability through the cultivation of new patterns of thinking. They act together to increase the organizational ability to absorb and collect information and make it information that facilitates improvement, renewal, and creativity apparent in all the performance results on the level of the individuals in the organization.

The **operational definition** – The variable of organizational learning is measured by the questionnaire for the Characterization of a Learning Culture from the experience of Amitai (2000), which includes originally 34 questions that measure four dimensions that represent four constellations of learning that correspond to those presented in the review of the literature: valid information, relevance, responsibility, and transparency.

The researcher added 31 questions to measure the value of continuous learning, the development of learning mechanisms, and learning from experience of other people, based on the definition of Karaidi (1997) and according to the nominal definition of Popper and Lipshitz (1998) and based on the validated questionnaire of Levinson (1998, in Popper and Lipshitz, 1998).

The reliability of the original questionnaire for each one of the examined dimensions is high. As a result of this addition, it is necessary to re-validate the questionnaire.

After the examination of the re-validation of the questionnaire, the researcher removed six questions from the questionnaire, since they had low reliability and inner validity and were not relevant to the research field. The final version of the questionnaire includes 59 questions. (See appendix number 2, part 4 of the questionnaire on the learning organization.)

The researcher is asked to note the degree to which he agrees or does not agree with the organization where he is employed on a Likert scale of 1-5, when 1=very slightly, 2=slightly, 3=partly, 4=greatly, and 5=very greatly.

Table Number 2: The Dimensions in the Learning Organization Questionnaire – Cronbach's Alpha Reliability Coefficients

Dimension #	Dimension	Questions	Original Reliability
1	Information collection	1,2,3,4,5	$\alpha=0.77$
2	Information documentation	7,8,9	$\alpha=0.68$
3	Information analysis	10,11,12,13	$\alpha=0.81$
4	Drawing lessons	14,15,16,17,48,49,53,56	$\alpha=0.69$
5	Information dissemination	18,19,20,43	$\alpha=0.80$
6	Information assimilation	21,22,23	$\alpha=0.80$
7	Continuous learning	31,32,33,34,41,58	$\alpha=0.89$
8	Valid information	27,28,29,30	$\alpha=0.84$
9	Relevance	18,19,20,21,22,23,24,25,26	$\alpha=0.90$
10	Responsibility	10,11,12,13,14,15,16,17	$\alpha=0.82$
11	Transparency	1,2,3,4,5,6,7,8,9	$\alpha=0.81$
12	Sharing knowledge	35,37,38,42,46	$\alpha=0.88$
13	Information innovation & updating	39,40,44,45,2	$\alpha=0.86$
14	Learning from others	17,39,47,59	$\alpha=0.91$
15	Learning culture	,50,51,52	$\alpha=0.78$

Table number 2 presents the correlation coefficients of the fifteen dimensions that represent the organizational learning mechanisms. The results of the reliability test are presented after questions number 4, 6, 7, 8, 9, 17, 30, 40, 34, 6, 47, and 53 were phrased negatively. The level of inner reliability obtained for all the examined dimensions was high, the overall calculated reliability for the learning organization questionnaire is $\alpha=0.93$.

Combined Indices

The construction of the combined indices for the measurement of the existence of a learning organization was performed in two stages: the questionnaire was validated and the answers to the questions that were formulated negatively were reversed. Then the mean of the responses was calculated on the level of the research subject for the questions that measure the dimensions that contribute to the internal reliability.

The mean and median were calculated for every dimension separately. As an overall index of the existence of a learning organization from every respondent fifteen scores were obtained for each one of the fifteen dimensions. Another overall score was calculated in the stage of the data collection according to the organizational belonging to calculate the mean, median, and standard deviation that express the degree of existence of the learning organization in the examined school. Then the data were united with the data of the general details questionnaire on the school and general details questionnaire for the principal, teachers, and school staff so as to examine the research hypotheses.

Independent Variable Number 3: Leadership (Name Scale)

The theoretical assumption of this dissertation is that it is possible to characterize principals according to their leadership style, when a distinction is drawn between principals with the transformational leadership style and those with the transactional leadership style.

The **nominal definition** according to the research of Popper and Lipshitz (2000): the transformational and transactional leadership styles that develop at all ranks of the organization management facilitate the increase of motivation of the workers and improve the organization's performances.

The **operational definition**: to measure these tendencies the Multifactor Leadership Questionnaire of Bass and Avolio (1992) was used, as it was edited in Hebrew and validated by Amitai (2000).

In the present research, the principals, teachers, and school staff were asked to respond to the questionnaire, consisting of 72 representative questions that are divided into two parts, the leader as your principal and the leader as a manager. The questions address the eight sub-patterns of the leadership style, 20 questions represent the tendency towards the 'transformational leadership style' and 12 questions represent the tendency towards the 'transactional leadership style'.

The reliability of the original questionnaire for each one of the examined dimensions is high. The questionnaire is presented in appendix number 1, part 5.

The research subject is asked to cite the degree to which he agrees or does not agree with the organization where he is employed on a Likert scale from 1 to 5, when 1=very slightly, 2=slightly, 3=partly, 4=greatly, and 5=very greatly.

Table Number 3: The Dimensions in the Leadership Questionnaire – Cronbach's Alpha Reliability Coefficients

Dimension #	Dimension	Questions	Original Reliability
Transformational Leadership	Personal attitude	15,19,29,31	$\alpha=0.62$
	Intellectual challenge	2,8,30,32	$\alpha=0.73$
	Motivation through inspiration	9,13,26,36	$\alpha=0.79$
	Value impact	6,10,14,18,21,23,25,34	$\alpha=0.75$
Transactional Leadership	Passive correction	3, 17,20 ,12	$\alpha=0.46$
	Active correction	4,22,24,27	$\alpha=0.60$
	Conditional reward	1,11,16,36	$\alpha=0.32$

Table number 3 presents the results of the initial examination of the reliability coefficients of the dimensions of the Multifactor Leadership Questionnaire according to the division of the original questions (Amitai, 2000).

Combined Indices

The construction of the combined indices for the measurement of the tendency of the principal of each leadership style was performed in two stages. In the first stage the questionnaire was validated, the mean of the responses was calculated on the level of the respondent for the questions that measure the dimensions that contribute to the inner reliability. For every principal, the mean of the dimensions of the charismatic and developing pattern was calculated as an overall index of tendency to transformational leadership. In this approach, three scores were obtained for each one of the three examined dimensions (charismatic leadership, developing leadership, and active correction leadership). An overall score was calculated for the degree of tendency of the principal to transformational leadership and the data were united with the data of the general details on the school questionnaire and the

general details questionnaire for the principal, teachers, and school staff to examine the research hypotheses.

Dependent Variable: School Effectiveness (Order Scale)

Nominal definition: According to Friedman (1988), the institution of education, which acts methodically and continuously to improve itself so as to achieve its goals, using the utmost exploitation of its physical and human resources while maintain the welfare of the teachers and the students.

Operational definition: The variable of school effectiveness will be measured by a questionnaire (see appendix number 4) that examines the four dimensions in the level of the organizational effectiveness.

Questionnaire for the examination of school effectiveness – The goal of the questionnaire for the examination of the dependent variable, from Gaziel (1992), The questionnaire consists of 39 questions on a Likert scale of 1-5, when 1=very slightly, 2=slightly, 3=partly, 4=greatly, and 5=very greatly. The questionnaire's level of reliability is original $\alpha=0.92$ and calculated $\alpha=0.69$.

The measurement scale – order scale, qualitative, relation scale

Topics of questions in the questionnaire:

To examine the school effectiveness: questions 1-7 (0.86), teamwork – questions 8-13 (0.64), commitment to workplace – questions 14-17 (0.71), order qualitative scale (see appendix number 2, part 5)

Table Number 4: The Dimensions in the School Effectiveness
Questionnaire – Cronbach's Alpha Reliability Coefficients

Dimension #	Dimension	Questions	Original Reliability
1	Commitment to school	1,2,3,9,10,11	$\alpha=0.72$
2	Sense of usefulness	4,5,6,7,8,29	$\alpha=0.85$
3	Goal orientation	12,13,14,17,20,31,38	$\alpha=0.71$
4	Feedback	21,33,34,39,37	$\alpha=0.82$
5	Innovation	24,25,26	$\alpha=0.19$
6	Clear policy	23,27,28,30,32,35,36	$\alpha=0.21$
7	Morale	15,16,22,19,27	$\alpha=0.37$

Table number 4 presents the reliability coefficients of the seven dimensions that represent the organizational effectiveness. The results of the reliability examination are presented after the response to question 11, which was phrased negatively is reversed. The level of inner reliability obtained for all the dimensions is high, the overall calculated reliability of the learning organization questionnaire is $\alpha=0.91$.

Moderating Variables

- **Age** – division according to groups on an interval scale
- **Gender** – division according to male/female on a nominal scale
- **Education** – division according to groups on an ordinal scale
- **Training** – division according to groups on an ordinal scale
- **Role/occupation** – division according to engagement groups on a name/nominal scale
- **Teaching experience** – interval scale
- **Management experience** – interval scale

Background Variables

- **School size** – number of students in the school
- **Teachers/faculty education** – average number of years of study of every teacher in the school
- **Principal's management experience** – number of years of work that the principal has worked in management
- **Number of teachers** – number of faculty members / teachers who work in the school

6.9 The Validity and Reliability of the Questionnaires

The external validity is defined as the degree to which the research findings can be generalized on the entire examined population is defined (Birenbaum, 1993, p. 222). The findings can be generalized by the entire population of research subjects, since the sampling method is proportional strata, from which subjects that are similar in their demographic characteristics are sampled.

The construct validity of the questionnaires is the degree to which the nominal and the operational definitions are highly commensurate to one another. Birenbaum (1993, p. 222) defined construct validity as a type of validity of the measurement device based on the collection of empirical evidence regarding the measured trait, when the measured trait is found highly correlated with other measures of this trait (convergent validity) and with a low correlated with the measures of other traits (discriminant validity).

The reliability and consistency of the scores produced from the questionnaires were examined using Cronbach's alpha, which was defined by Birenbaum (1993) as the evaluation of the reliability of the measurement device in the statistical process that is used to examine the consistency of the scores.

The high reliability is obtained as the correlations among the items are higher. Therefore, the inner consistency coefficient is examined for each questionnaire separately. Since the researcher translated the questions from Hebrew to English, the validity and reliability according to Cronbach's alpha were re-calculated for each of the variables separately.

6.10 The Research Population

The research population includes the principals, teachers, and faculty of eight elementary schools and four high schools, all in the city of Givatayim, from which six schools were sampled. To compare the school effectiveness and research population includes the principals, teachers, and faculty of the *kibbutz* schools in the Central and Plains Districts, from which eleven schools were sampled.

The population for which the research findings will be generalized beyond the research consists of 720 workers. The generalization range includes the workers of the regional schools in the geographic region where the research was conducted. The impact of the level of school effectiveness is examined through the reference to demographic variables – age, gender, education, and role/position.

6.11 The Research Sample

The research is performed according to the quantitative research approach. The research sample includes both men and women. The research sample represents the research population for which the findings can be generalized. The basic assumption is that the sample is performed when the data are collected and represents the specific time at which the generalization is performed.

The research population includes six schools, four elementary schools and two high schools. The population of school staff and faculty examined consist of 720 workers. From this population 580 people were sampled and 292 responded to the questionnaires, constituting 50.34%.

Every school principal received a questionnaire for the collection of information on the school background variables. From every school twenty teachers and faculty members were sampled randomly. Each teacher / faculty member was asked to complete four questionnaires, one for each variable examined in the research study.

The sampling method is probabilistic, stratified proportional sampling according to the size of the school in the population. According to Saunders (1997), every individual in the population has identical and equal likelihood to be included in the chosen sample. The research population is divided into strata and from every stratum there is a random sample, when every stratum is proportionally represented according to its relative size in the population / organization.

Table Number 5: The Sampling Table

Region / District	Number of Schools	Total workers	% Response	Total Examined Population
The Plains	5	180	60	108
Tel Aviv	2	160	40	64
Center	3	240	50	120
Total	9	580	50.34	292

6.12 The Research Process

The research was performed as a field study among nine schools that describes and documents a picture of the existing situation, without manipulations, using a survey performed with questionnaires.

The research was conducted in four primary stages.

Stage 1

The questionnaires were distributed to the school staff and faculty that participate in the research (see the previous sampling table) with the request to cooperate and complete them. It was emphasized that the questionnaire is anonymous and is being distributed for the purposes of the research in the framework of a doctoral dissertation. The topic of the research was not mentioned so as not to create bias in the responses to the questionnaires.

The questionnaires were coded with a school identification code and were numbered so as to enable the quantitative examination for statistical analysis.

Stage 2

This stage was the examination of the correctness of the filling out of the questionnaire so as to check that they were completed correctly.

Stage 3

To examine the research hypotheses, the data were collected and analyzed using the EXCEL and SPSS programs. A table for the coding of the data was prepared, a logical examination was conducted to examine / calculate the frequency regarding every variable, the reversal of the negative questions, coding of data, and collection of indices

(Birenbaum, 1993). Use was made of descriptive statistics tests, the results of which are presented using the indices of centering and dispersion (standard deviation, median, frequency, and variance coefficients) presented in tables and figures.

Stage 4

Drawing conclusions.

6.13 The Data Processing

Initial Description of the Data

The independent variable was examined on an order scale and on a relation scale. The dependent variable was examined on an order scale and on a relation scale. The statistical index for the calculation of the results is the mean. According to Eisenbach (1998), the mean is a measure for the presentation of the differences in the ranking of each one of the four elements of the variable of lack of occupational confidence in regards to its prediction ability of the degree of organizational commitment as obtained by the subjects who returned the questionnaires.

Centering indices are used to compare between the center values and form of distribution suited for the use of the name/nominal, order/ordinal, interval scales. The researcher used all these scales in this research.

Dispersion indices: standard deviation – suited for use on interval scales and used for the personal details questionnaire (demographic).

Examination of the Research Hypotheses

The statistical tools detailed in this section are used to analyze research data and draw statistical conclusions regarding the existence of a relationship between the variables, with the isolation of data, the identification of irregularities and the correctness of data, and the creation of dimensions through the calculation of means. The research performed the reversal of the negatively-phrased questions and the collection into indices for the performance of inferential statistics to draw conclusions in the examination of the research hypotheses so as to confirm and/or refute the research hypotheses.

The hypotheses were examined using the following statistical methods.

1. There are differences in the school effectiveness between principals with different management styles: the effectiveness of schools where the principals have a transformational leadership style will be higher than the effectiveness of schools where the principals have a transactional leadership style. (relative scale and name scale) t test
2. Differences will be found in the organizational culture between principals with different management styles: schools where the principals have a transformational leadership style will have a stronger organizational culture than will schools where the principals have a transactional leadership style. (relative scale and name scale) t test
3. A positive relationship will be found between an organizational culture characterized by external locus combined with control and organizational effectiveness. (order scale and order scale) Spearman test
4. A positive relationship will be found between the personal characteristics of the principal (gender, age, education, training, teaching experience, management experience) and the level of school effectiveness. relative scale and name scale) Spearman test
5. To identify the relationship between the independent variables and the dependent variable.
6. Variables on the order scale and the relation scale: Spearman test (age)
7. Dichotomous variables: t Test (gender, management level).
8. Variables with more than 2 groups: one-way variance analysis with the simultaneous comparison of means according to the Duncan method (schools, education level, and type of roles).
9. Variables with more than two groups: one-way variance analysis will be performed with the simultaneous comparison of means according to the Duncan method. Demographic characteristics and background variables constitute moderating variables in the relationship between school leadership and school effectiveness (order scale and relation scale). A division of the sample into sub-groups according to personal characteristics will be performed and Pearson test will be performed for every subgroup.

Statistical Tests

When the data has been collected, the researcher calculated the strength and direction of the relationship between the variables and the correlation. According to Zamir and Beyt-Marom (1993), a correlation is an index that relates between two variables, between the independent variable and the dependent variable. The research goal is to find differences in the values of the dependent variable in regards to the four dimensions of the independent variable and to examine the prediction ability of three dimensions of the dependent variable. The analysis of the results of the questionnaires was performed according to what is described in the chapter of the research process.

Descriptive Statistics

Means and standard deviations of the indices of the variables were calculated. The independent variables were calculated using an order/ordinal scale and a name/nominal scale. The dependent variable was examined using an order/ordinal scale. The statistical index for the calculation of the results is the mean. According to Eisenbach (1998), the mean serves as an index for the presentation of differences in the ranking of each one of the elements of the variable of organizational effectiveness in regards to its ability to predict the degree of the 'learning organization', as obtained by all the subjects who returned the questionnaires.

The research performed a matrix of correlations between each of the indices of the variables detailed in this chapter so as to examine a correlative relationship between the examined research variables. The correlations are described and presented using **center indices** that present comparison between the centering values and the distribution methods appropriate for use in name/nominal scales, order/ordinal scales. The research used all these scales in his research. The **dispersion indices** present the standard deviation and are suited for use in interval scales and were used for the personal details (demographic) questionnaire.

Inferential Statistics

To examine the variance between the level of effectiveness between the schools of the research subjects on the level of the region,

Spearman coefficient test was examined on an ordinal scale. In regards to a relation and interval scale, Pearson tests, t-test for the comparison of means, and regression were calculated. ANOVA variance analysis was calculated for the independent variable when for every subject the mean was calculated for every dimension. This test examined the differences on the level of the school effectiveness versus the level of school leadership. Multiple regression analysis was performed to examine the relationship between every one of the independent variables and the variable of school effectiveness. Using regression the prediction ability of every dimension was examined in the variable of organizational culture versus learning organization.

Level of Significance

The alpha level of significance represents the probability of error in the researcher's decision to prove his arguments. Hence, the importance that the level of significance be as low as possible and it is accepted to determined $\alpha \leq 0.05$; in other words, the probability of error is 5% and therefore the statistical significance is 95%.

7. The Research Findings

This chapter presents the characteristics of the research subjects and the research findings in regards to the research hypotheses that are derived from the research questions. The research findings are based on the results of the questionnaires that were distributed and returned to the researcher before the date set for the collection. The response rate was 50.34%.

The research examined the mean, mode, maximum, minimum, and indices of dispersion (standard deviation, median, and variation coefficient) for all the subjects.

For every questionnaire, reliability was examined according to Cronbach's alpha and the following coefficients were found:

- Organizational culture questionnaire – 0.81
- Learning organization questionnaire – 0.94
- Leadership questionnaire – 0.90
- School effectiveness questionnaire – 0.88

The following table presents the general characteristics of the research participants.

Table Number 6:
The General Characteristics of the Research Participants

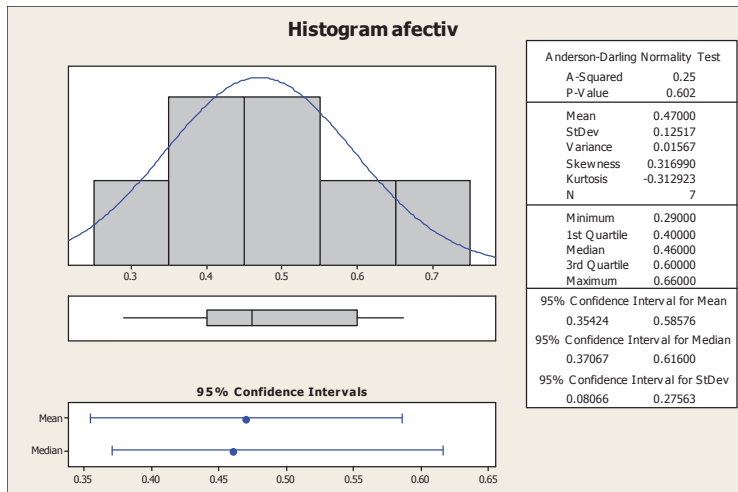
		Frequency	%
School Sector	Middle School	31	10.6
	High School	92	31.5
	Secondary School	169	57.9
School Type	Academic	154	52.7
	Comprehensive	43	14.7
	Special	95	32.5
School Affiliation	Public	151	51.7
	Independent	94	32.2
	Regional	10	3.4
	Kibbutz	36	12.3
Gender	Male	16	5.5
	Female	276	94.5
Occupation	Pedagogical	55	18.8
	Professional	212	72.6
	Technical	25	8.6
Position	Principal	4	1.4
	Grade Coordinator	12	4.1
	Professional Coordinator	57	19.5
	Subject / homeroom teacher	71	24.3
	Vice Principal	148	50.7
Education	Graduate degree	37	12.7
	Undergraduate degree	241	82.5
	Accredited Teacher	4	1.4
	Teacher Seminar	10	3.4
Age	31-40	165	56.5
	41-50	119	40.8
	51-60	4	1.4
	60+	4	1.4
Work Experience	Up to 5 years	4	1.4
	6-10	116	39.7
	11-15	81	27.7
	15+	91	31.2

School Effectiveness

Table Number 7: Dimensions of School Effectiveness

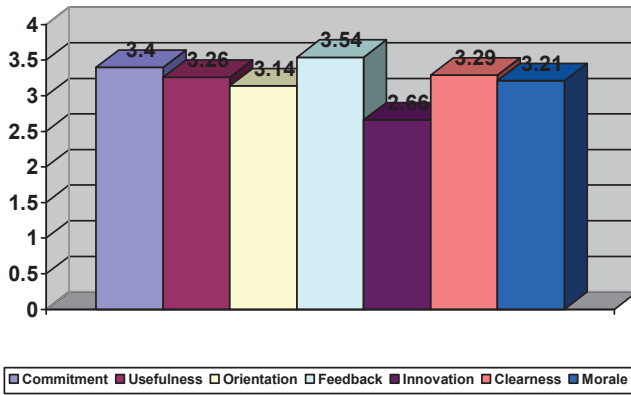
Commitment	Mean	Median	Mode	Standard Deviation
	3.40	3.33	3.17	.66
Usefulness	Mean	Median	Mode	Standard Deviation
	3.26	3.33	3.33	.29
Goal Orientation	Mean	Median	Mode	Standard Deviation
	3.14	3.14	2.43	0.47
Feedback	Mean	Median	Mode	Standard Deviation
	3.54	3.80	4.00	0.60
Innovation	Mean	Median	Mode	Standard Deviation
	2.66	2.66	2.67	0.46
Clearness of Policy	Mean	Median	Mode	Standard Deviation
	3.29	3.28	3.43	0.40
Morale	Mean	Median	Mode	Standard Deviation
	3.21	3.20	3.20	0.41
Total Effectiveness	Mean	Median	Mode	Standard Deviation
	3.20	3.22	2.81	0.30

Figure Number 9: School Effectiveness



It can be seen that the school effectiveness increases when the leadership style and school culture encourage feedback, innovation, orientation, and commitment of the school faculty.

Figure Number 10: Distribution of the Elements of School Effectiveness

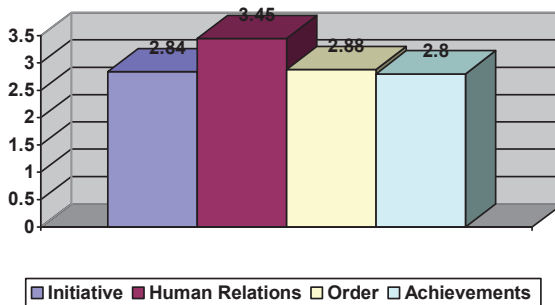


School Culture

Table Number 8: Dimensions of School Culture

Initiative	Mean	Median	Mode	Standard Deviation
	2.84	2.80	2.60	0.48
Human Relations	Mean	Median	Mode	Standard Deviation
	3.45	3.41	2.83	0.55
Order	Mean	Median	Mode	Standard Deviation
	2.88	2.80	2.40	0.51
Achievements	Mean	Median	Mode	Standard Deviation
	2.80	2.80	2.80	0.48

Figure Number 11: Distribution of the Elements of the School Culture



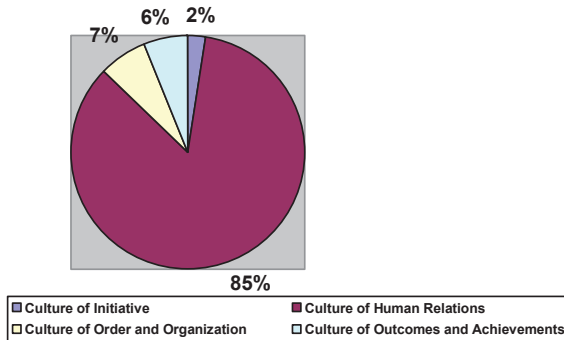
Distribution according to Culture Type

According to the mean scores of the culture types, for every subject the prevalent culture in the school was determined according to his responses. The dominant culture was determined according to the cultural dimension that received the highest mean score of the respondent.

Table Number 9: Distribution according to Culture Type

	Frequency	%
Culture of Initiative and Innovation	7	2.4
Culture of Human Relations	248	84.9
Culture of Order and Organization	19	6.5
Culture of Results and Achievements	18	6.2

Figure Number 12: Distribution according to Culture Type



In most schools there is a culture of human relations: 84.9%.

The school cultures were also examined in relation to the school sector, type, and affiliation.

Culture according to School Sector

Table Number 10: School Culture according to School Sector

	Middle School	High School	Secondary School	Total Culture Type
Culture of Initiative and Innovation		7.6%		2.4%
Culture of Human Relations	67.7%	85.9%	87.6%	84.9%
Culture of Order and Organization	25.8%	5.4%	3.6%	6.5%
Culture of Results and Achievements	6.5%	1.1%	8.9%	6.2%

It can be seen that there are significant differences in regards to the type of culture reported as prevalent in the school and the sector to which the school belongs, $**p<0.01$. In the secondary school, 87.6% of the teachers noted that the dominant culture is the culture of human relations. An almost identical frequency was found in the high school, 85.9%, while in the middle school, only 67.9% of the teachers noted that there is a dominant human relations culture and 25.8% reported that the

dominant culture in the school is a culture of order and organization. $X^2=42.4$.

Culture according to School Type

Table Number 11: School Culture according to School Type

	Academic	Comprehensive	Special	Total Culture Type
Culture of Initiative		9.3%	3.2%	2.4%
Culture of Human Relations	90.9%	79.1%	77.9%	84.9%
Culture of Order and Organization	9.1%	2.3%	4.2%	6.5%
Culture of Results and Achievements		9.3%	14.7%	6.2%

It can be seen that there are significant differences in regards to the type of culture that exists in the school and the type of school, $**p<0.01$. In the academically oriented school, 90.9% of the teachers noted that there is a culture of human relations, while lower and nearly identical frequencies were found in the comprehensive school, 79.1%, and in the special education school, 77.9%. In special education, greater emphasis is placed on a culture of results and achievements with a reported frequency of 14.7%, when in comprehensive education there is no report of this culture as dominant and in comprehensive education only 9.3% of the respondents reported that this is the dominant culture in the school. $X^2=38.8$.

Culture according to School Affiliation

Table Number 12: Culture according to School Affiliation

	Public	Independent	Regional	Kibbutz	Total Culture Type
Culture of Initiative and Innovation		3.2%		11.1%	2.4%
Culture of Human Relations	80.8%	96.8%	100.0%	66.7%	84.9%
Culture of Order and Organization	7.3%			22.2%	6.5%
Culture of Results and Achievements	11.9%				6.2%

It can be seen that there are significant differences in regards to the culture type that exists in the school and the school affiliation, $**p<0.02$. In the regional school, 100% of the teachers noted that there is a culture of human relations. A slightly lower, but still high frequency was reported, 96.8% in the independent sector. 80.8% in the public sector reported that a culture of human relations was dominant, and only 66.7% in the kibbutz sector, when 22.2% in this sector noted that there is

primarily a culture of order and organization (as opposed to 7.3% in public education and 0% in regional and independent education). 11.1% noted that in the school there is primarily a culture of initiative (as opposed to 3.2% in independent education and 0% in public and regional education). $\chi^2=56.1$

The Relationship between Culture and Effectiveness

Table Number 13: The Relationship between Culture and Effectiveness

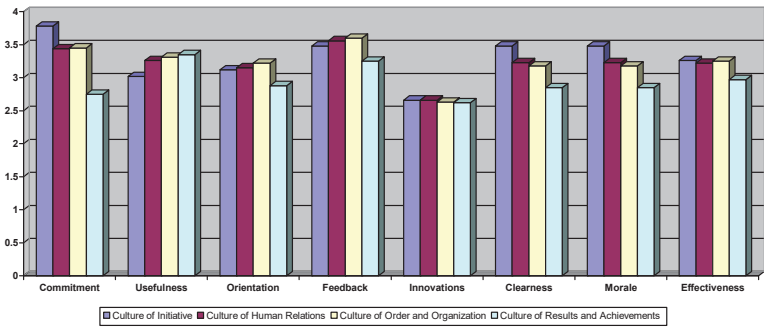
		Mean	Standard Deviation	F	Sig.
Commitment	Culture of Initiative	3.78	0.58	7.050	.00
	Culture of Human Relations	3.44	0.65		
	Culture of Order and Organization	3.45	0.52		
	Culture of Results and Achievements	2.75	0.69		
Usefulness	Culture of Initiative	3.02	0.32	2.388	.06
	Culture of Human Relations	3.26	0.29		
	Culture of Order and Organization	3.31	0.28		
	Culture of Results and Achievements	3.35	0.13		
Goal Orientation	Culture of Initiative	3.12	0.29	2.025	.11
	Culture of Human Relations	3.15	0.46		
	Culture of Order and Organization	3.22	0.48		
	Culture of Results and Achievements	2.88	0.53		
Feedback	Culture of Initiative	3.48	0.67	1.579	.19
	Culture of Human Relations	3.56	0.60		
	Culture of Order and Organization	3.60	0.54		
	Culture of Results and Achievements	3.25	0.45		
Innovations	Culture of Initiative	2.66	0.38	.060	.98
	Culture of Human Relations	2.66	0.48		
	Culture of Order and Organization	2.63	0.38		
	Culture of Results and Achievements	2.62	0.30		
Clearness of Policy	Culture of Initiative	3.30	0.20	1.618	.18
	Culture of Human Relations	3.22	0.41		
	Culture of Order and Organization	3.34	0.39		
	Culture of Results and Achievements	3.06	0.30		
Morale	Culture of Initiative	3.48	0.22	5.873	.00
	Culture of Human Relations	3.23	0.40		
	Culture of Order and Organization	3.18	0.45		
	Culture of Results and Achievements	2.85	0.36		
Effectiveness	Culture of Initiative	3.26	0.22	4.017	.00
	Culture of Human Relations	3.22	0.31		
	Culture of Order and Organization	3.25	0.24		
	Culture of Results and Achievements	2.97	0.27		

Significant differences were found between the culture reported as dominant in the school and the school effectiveness. The ANOVA test found that there is a significant difference, $**p<0.01$, between the culture of achievements and the other cultures, when the mean score found in the variable of effectiveness in regards to the culture of results and achievements is 2.97 while the effectiveness measured in the other culture was higher and homogeneous (3.22 in the culture of human relations, 3.25 in the culture of order and organization, and 3.26 in the culture of initiative). Therefore, it can be asserted that only in a culture of results and achievements was a significantly lower level of effectiveness measured than in the other cultures, $F(3,288)=4.01$.

Significant findings were also measured in regards to the following two dimensions of effectiveness. In the dimension of commitment, a significant difference was found, $**p<0.01$, between a culture of achievements and the other cultures, when the mean score found in the variable of commitment in regards to a culture of results and achievements is 2.75 and the effectiveness measured in regards to the other cultures is higher when significant differences were not found between a culture of initiative and innovation, human relations, and order and organization. The mean score in regards to a culture of human relations and a culture of order and organization was almost identical, 3.44 and 3.45, respectively, while a higher score was obtained in regards to a culture of initiative, with a mean score of 3.78. $F(3,288)=7.05$.

In the dimension of morale, a significant difference was found, $**p<0.01$, between the culture of achievements and the other cultures, when the mean score found in the variable of commitment in relation to the culture of results and achievements is 2.85, while the effectiveness measured in relation to the other cultures was higher, when significant differences were not measured between a culture of initiative, a culture of human relations, and a culture of order and organization. The mean score in relation to a culture of human relations and a culture of order and organization was close, 3.23 and 3.18, respectively. A higher score was obtained in relation to a culture of initiative, with a mean score of 3.48. $F(3,288)=5.87$.

Figure Number 13: The Relationship between Culture and Effectiveness



In general, it can be asserted that the highest level of school effectiveness was measured in relation to a culture of initiative and the lowest in relation to a culture of results and achievements.

Organizational Learning

Table Number 14: Dimensions of Organizational Learning

Organization, management, & collection of knowledge in the organization	Mean	Median	Mode	Standard Deviation	Variation Coefficient
	2.88	2.77	2.58	0.63	
Sharing & transparency of knowledge	Mean	Median	Mode	Standard Deviation	Variation Coefficient
	2.87	2.76	3.23	0.57	
Encouragement of learning	Mean	Median	Mode	Standard Deviation	Variation Coefficient
	2.92	2.79	2.68	0.55	
Relevance of knowledge	Mean	Median	Mode	Standard Deviation	Variation Coefficient
	2.81	2.81	2.63	0.62	
Learning organization – general score	Mean	Median	Mode	Standard Deviation	Variation Coefficient
	2.88	2.75	2.57	0.57	

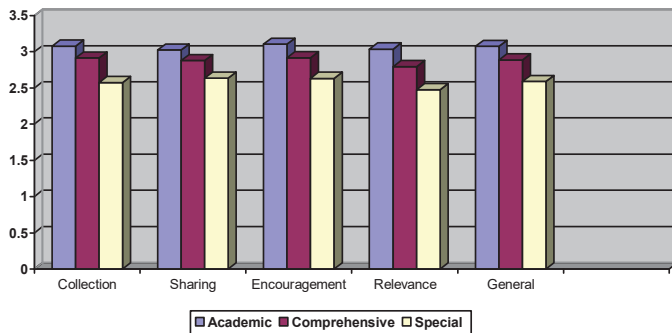
Learning Organization according to School Type

Table Number 15: Learning Organization according to School Type

		Mean	Standard Deviation	F	Sig.
Organization, management, and collection of knowledge in the organization	Academic	3.0764	.50737	20.711	.000
	Comprehensive	2.9112	.75530		
	Special	2.5726	.65934		
Sharing and transparency of knowledge	Academic	3.0220	.49171	14.753	.000
	Comprehensive	2.8763	.62890		
	Special	2.6357	.58599		
Encouragement of learning	Academic	3.1038	.57003	24.533	.000
	Comprehensive	2.9158	.58479		
	Special	2.6317	.37292		
Relevance of knowledge	Academic	3.0374	.53413	28.196	.000
	Comprehensive	2.7942	.70935		
	Special	2.4754	.56958		
Learning organization – general score	Academic	3.0732	.50999	24.111	.000
	Comprehensive	2.8864	.64839		
	Special	2.5891	.51648		

It can be seen that there are significant differences, $**p<0.01$, in the report of the school as a learning organization between the different types of school, when there is a significant difference in relation to special education as opposed to comprehensive and academic education. In special education, the dimensions of the learning organization were significantly lower than in comprehensive and academic education. In addition, significant differences were found between academic and comprehensive education in relation to the encouragement of learning, relevance of the knowledge, and the general score of a learning organization. Thus, the score of learning organization obtained in academic education was significantly higher than that obtained in comprehensive education.

Figure Number 14: Learning Organization according to School Type



Learning Organization according to School Sector

Table Number 16: Learning Organization according to School Sector

		Mean	Standard Deviation	F	Sig.
Organization, management, and collection of knowledge in the organization	Middle School	2.8529	.58091	.471	0.62
	High School	2.9416	.62942		
	Secondary School	2.8656	.65731		
Sharing and transparency of knowledge	Middle School	2.7540	.56919	.859	0.42
	High School	2.9085	.67414		
	Secondary School	2.8787	.50600		
Encouragement of learning	Middle School	2.8729	.55182	3.881	0.02
	High School	2.8019	.53961		
	Secondary School	2.9973	.55772		
Relevance of knowledge	Middle School	2.7145	.64582	3.159	0.04
	High School	2.7107	.67482		
	Secondary School	2.8967	.58493		
Learning organization – general score	Middle School	2.8169	.55974	.552	0.57
	High School	2.8601	.58725		
	Secondary School	2.9166	.57294		

Significant differences, $*p < 0.5$, were found between the characteristics of the learning organization and the school sector only in regards to the encouragement of learning and relevance of the knowledge. It was found that the significant differences derive from differences between the schools of the high school and the secondary schools. In general, it can be noted that secondary schools have a higher level of the characteristics of the learning organization, primarily in relation to the dimension of the relevance of the knowledge and the encouragement of the learning.

Learning Organization according to School Affiliation

Table Number 17: Learning Organization according to School Affiliation

		Mean	Standard Deviation	F	Sig.
Organization, management, and collection of knowledge in the organization	Public	2.9478	.66733	6.57	0.00
	Independent	2.6760	.55572		
	Regional	3.0421	.40621		
	Kibbutz	3.1592	.64065		
Sharing and transparency of knowledge	Public	2.9513	.55423	13.78	0.00
	Independent	2.6167	.51551		
	Regional	2.8656	.48600		
	Kibbutz	3.2386	.52744		
Encouragement of learning	Public	2.9986	.58289	10.048	0.00
	Independent	2.6961	.43646		
	Regional	2.8966	.42080		
	Kibbutz	3.2053	.57026		
Relevance of knowledge	Public	2.8892	.62365	9.559	0.00
	Independent	2.5811	.57290		
	Regional	2.7538	.47978		
	Kibbutz	3.1621	.59973		
Learning organization – general score	Public	2.9606	.59084	9.889	0.00
	Independent	2.6576	.49022		
	Regional	2.9065	.40995		
	Kibbutz	3.1875	.56081		

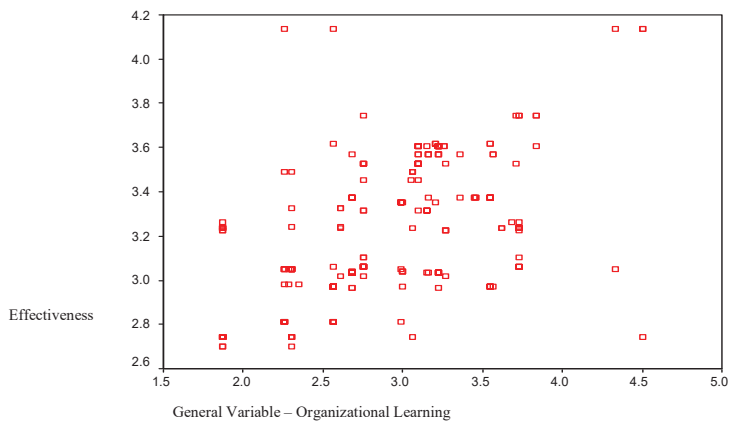
It can be seen that there are significant differences, $**p<0.01$, between a school as a learning organization and the school affiliation, when the significant differences exist between the public education sector and the independent and kibbutz sectors.

The Relationship between Effectiveness and the Learning Organization

Table Number 18: The Relationship between Effectiveness and the Learning Organization

	Commitment	Usefulness	Orientation	Feedback	Innovations	Clearness	Morale	Effectiveness
Management & organization of knowledge in the organization	** .506	-.101	** .409	** .366	** .325	** .376	** .386	** .550
Sharing & reflection of knowledge	** .548	-.034	** .459	** .420	** .375	** .388	** .289	** .592
Encouragement of the learning	** .284	-.096	** .380	** .229	** .291	** .317	** .260	** .395
Relevance of knowledge	** .459	-.056	.396	.384	** .317	** .337	** .266	** .511
Organizational learning – general variable	** .467	-.081	** .430	** .356	** .340	** .376	** .326	** .534

Figure Number 15: The Relationship between Effectiveness and the Learning Organization



A significant relationship, $**p < 0.01$, was found between school effectiveness and the school as a learning organization.

**Table Number 19: The Dimensions in the Organizational Culture
Questionnaire – Cronbach's Alpha Reliability Coefficients**

Dimension Number	Dimension	Questions	Source Reliability	Calculated Reliability
1	E: culture of initiative & innovation	2, 11, 113, 16, 19	$\alpha=0.77$	0.75
2	I: culture of human relations	1, 7, 9, 10, 15, 21	$\alpha=0.85$	0.72
3	A: culture of order & organization	3, 6, 8, 17, 18	$\alpha=0.92$	0.48
4	P: culture of results & achievements	4, 5, 12, 14, 20	$\alpha=0.93$	0.14

The table presents the reliability coefficients of the four dimensions that represent the types of organizational culture. The level of inner reliability that was obtained for all the dimensions is high; the calculated reliability for the organizational culture questionnaire is $\alpha=0.81$.

**Table Number 20: The Dimensions in the Learning Organization
Questionnaire – Cronbach's Alpha Reliability Coefficients**

Number	Integrated Dimension	Dimension	Questions	Source Reliability	Calculated Reliability
1	Knowledge Management	Collection of information	6, 8, 9, 15, 16, 20, 21, 29	$\alpha=0.77$	0.90
2		Documentation of information	5, 8, 15, 16, 20	$\alpha=0.68$	
3		Analysis of information	8, 18, 20, 23	$\alpha=0.81$	
4		Drawing conclusions	8, 10, 11, 12, 15, 17, 18	$\alpha=0.69$	
5		Dissemination of information	4, 8, 10, 20, 29, 30, 33	$\alpha=0.80$	
6		Assimilation of information	4, 5, 8, 20, 22	$\alpha=0.80$	
7	Learning Organization	Continuous learning	5, 7, 8, 9, 10, 11, 12, 14, 17, 18, 23, 26, 27, 28	$\alpha=0.89$	0.92
8		Learning from others	2, 6, 9, 13, 23, 25	$\alpha=0.90$	
9		Learning culture	1, 3, 7, 9, 10, 11, 12, 18, 22, 23, 26, 28, 31	$\alpha=0.82$	
10	Relevance & Valid Information	Valid information	8, 11, 12, 14, 20	$\alpha=0.84$	0.92
11		Relevance	4, 5, 6, 8, 21, 22, 23, 24, 25, 27, 31	$\alpha=0.90$	
12		Innovation & updating information	3, 6, 9, 13, 23, 27, 29, 32	$\alpha=0.84$	
13	Transparency	Responsibility	4, 5, 6, 7, 11, 12, 14, 15, 17, 28, 31, 34, 35	$\alpha=0.82$	0.91
14		Transparency	5, 6, 8, 11, 12, 21, 30, 34	$\alpha=0.80$	
15		Sharing knowledge	3, 8, 9, 10, 12, 19, 21, 27, 30, 33, 34, 35	$\alpha=0.89$	

The table presents the reliability coefficients of the fifteen dimensions that represent the mechanisms of organizational learning. The results of the examination of the reliability are presents after the answers to questions 4, 6, 7, 8, 9, 17, 30, 34, 40, 47, and 53 were reversed, since these questions were phrased in the negative. The level of internal reliability obtained for all the dimensions was high. The calculated overall reliability of the questionnaire is $\alpha=0.94$.

**Table Number 21: The Dimensions in the Leadership Questionnaire –
Cronbach's Alpha Reliability Coefficients**

	Dimension	Questions	Source Reliability	Calculated Reliability
Transformational leadership	Personal attitude	15, 19, 29, 31	$\alpha=0.62$	0.77
	Intellectual challenge	2, 8, 30, 32	$\alpha=0.73$	0.76
	Motivation through inspiration	9, 13, 26, 36	$\alpha=0.79$	0.80
	Value impact	6, 10, 14, 18, 21, 23, 25, 34	$\alpha=0.75$	0.79
Transactional leadership	Passive correction	3, 12, 17, 20,	$\alpha=0.46$	0.13
	Active correction	4, 22, 24, 27	$\alpha=0.60$	0.44
	Conditional reward	1, 11, 16, 36	$\alpha=0.32$	0.74

The table presents the results of the initial examination of the reliability coefficients of the multifactor leadership questionnaire according to the division of the original questions. The reliability for transformational leadership is $\alpha=0.92$. The reliability for transactional leadership is $\alpha=0.67$. The calculated overall reliability of the questionnaire is $\alpha=0.90$.

**Table Number 22: The Dimensions in the School Effectiveness
Questionnaire – Cronbach's Alpha Reliability Coefficients**

Dimension #	Dimension	Questions	Original Reliability	Calculated Reliability
1	Commitment to school	1,2,3,9,10,11	$\alpha=0.72$	0.83
2	Sense of usefulness	4,5,6,7,8,28	$\alpha=0.85$	0.31
3	Goal orientation	12,13,14,17,19,30,37	$\alpha=0.71$	0.66
4	Feedback	20,32,33,36,38	$\alpha=0.82$	0.84
5	Innovation	23,24,25	$\alpha=0.19$	0.42
6	Clear policy	22,26,17,29,31,34,35	$\alpha=0.21$	0.62
7	Morale	15,16,18,21,26	$\alpha=0.37$	0.37

The table presents the results of the initial examination of the reliability coefficients of the school effectiveness questionnaire according to the division of the original questions. The calculated overall reliability of the questionnaire is $\alpha=0.88$.

8. Discussion and Analysis

This chapter presents the discussion and analysis of the research findings, in light of the research literature. The discussion and analysis are performed according to the research variables.

In modern society it is agreed that there is a need for organizations to increase their efficiency so as to succeed in the conditions of a competitive economy. In an era of rapid technological changes, intensive competition among organizations, changes in customer needs, and political and economic changes, the organization's success depends on its ability to learn quickly so as to adjust to its environment. Organizations that will succeed in coping better with changes in the environment will be more effective and therefore considerable resources are invested in the increase of the organization's efficiency in modern companies.

The school of the 21st century functions in an environment that is different from the environment that had previously characterized it. This is a dynamic environment, unexpected and complex. This is an environment that demands that the school frequently examines its effectiveness and adjustment to the environment and that the school act taking the environment into consideration.

The literature examines the organizational effectiveness from different conceptual aspects that are sometimes close to one another in their import. Two of these aspects are 'organizational learning' and 'organizational effectiveness'.

The literature on *organizational learning* defines an organization as effective when there exists in the organization an organizational culture that integrates therein norms of team learning, norms that are expressed in the behavior of the organization's members, with the ongoing adjustment of the organization to changes and to competition in the environment through the regular processing of information that comes to the organization from its environment. According to the dual approach, organizational learning exists in the existence of learning mechanisms in the organization and in the learning culture that encourages the organization's members to use learning mechanisms (Popper and Lipshits, 1998; 2000).

Organizational learning addresses learning in which the organization realizes the goals for which it was established. This broad definition includes different sub-divisions that focus on the effectiveness of the process and to a lesser extent on the product.

Friedman (1988) provides a definition that comprehensively describes the effective school in the familiar educational reality in Israel. According to this definition, the effective school is an education institution that acts methodically and continuously to improve itself so as to achieve its goals, through the utmost utilization of its physical and human resources, while maintain the well being of the teachers and the students.

The present research study examined empirically the relationship between the two aforementioned concepts in light of the literature that associated between the two. Although the literature linked the two concepts, the nature of the relationship between them remains ambiguous. Is this a complete relationship or is it a partial one? Moreover, the relationship between the examined concepts addressed different organizations, including the IDF (Israel Defense Forces, the Israeli military), hospitals, and primarily business and economic companies – but not schools. The relationship between these measures of effectiveness was not examined in the school context, before the present research, which has the primary goal of examining the relationship between the level of organizational learning in the school and its effectiveness. The benefit of organizational learning in the business sector was the inspiration to examine the implications in the schools.

8.1 The Variable of Organizational Culture

The variable of organizational culture is addressed in research hypotheses number 2 and 3. Both of these hypotheses were confirmed by the research findings.

It was found that in an environment of initiatives and innovation the measured level of effectiveness is the highest. Support of this finding is presented in the review of the literature, in which there are many researches that examine the nature of the relationship between the school organizational culture and the school effectiveness.

The research study of Christoph and Werner (2006) found a significant positive relationship between the cultural environment and meeting the organizational effectiveness. The findings of the research show that an organizational environment that emphasizes 'initiatives and innovation' expresses greater success. The researchers indicated the relationship between types of 'organizational culture' and the workers' negative behaviors. They maintained that negative behavior is a product of an organizational culture that enables this, primarily a culture of achievements and competitiveness.

Panda and Manik (2006) examined the impact of the 'social' organizational culture and found that it has a positive impact on the workers' performance level. Atkins and Turner (2006) also found in their research a significant positive relationship between a 'positive' organizational culture and the organizations' performance achievements.

Small (2006) performed an assessment between the types of organizational climate and their impact on organizational behavior in particular and behavior in general. His findings indicate that the support of an organizational culture based on initiative reduces the chance of the formation of negative behaviors, an interesting finding that derives from the fact that in an organization the social culture has an opposite impact and increases the appearances of negative behaviors. According to Small (2006), when the social cultural stratum is conducted on its own without a climate of solidarity, the outcomes are negative.

Harpaz (2003) who researched the topic in Israel reached similar conclusions. In Israel an organizational culture of initiative and innovation is associated with positive behavior in the organization, while a culture based on human relations and a low level of creativity encourages inappropriate behaviors. Harpaz (2003) focuses greatly in his research on the topic of the psychological contract and notes that in an organization that emphasizes the social climate the breach of the psychological contract causes the creation of negative behaviors. In contrast, in organizations that emphasize a climate of social solidarity this does not happen.

In the extensive review of the literature on the topic and especially in the researches of Evans et al. (2005), Koene et al. (2002), Neal et al. (2005), and Reza and Jahandari (2005) it is possible to see that a creative organizational culture influences many areas in the workplace.

According to the researches of Daly et al. (2002), Davis and Mentzer (2002), and Patterson et al (2005), there are significant positive correlations between a creative organizational climate and outputs: in a 'creative' climate workers can attain better outputs than do workers in organizations where there is a rigid perception and there is a lack of acceptance of innovation and creativity on the part of the workers.

According to the researches of Bock et al. (2005), Patterson (2004), and Reza and Jahandari (2005), a creative climate increases the workers' self-esteem, increases the professional organizational and personal image, and promotes the workers' performances. Organizations with a climate of competitiveness, hostility, and alienation cause anxiety and lack of comfort and do not enable the personal and professional development of many of the workers.

Organizations in which there is reciprocal support among the workers and between the workers and the managers enable the development of self-esteem, inculcate occupational confidence, induce calm, cultivate personal responsibility and willingness for involvement, and promote a sense of belonging. The manager is the 'conductor' of the type of climate that will be created in the organization. The method of reward, the adoption of behaviors of the preference of certain workers, etc., will increase the competitiveness in the organization and lead to the formation of a negative climate. In contrast, a manager who provides personal feedback and creates an atmosphere of cultivation and help will achieve a more positive organizational climate, in which reciprocal help in the realm of work will develop more easily and in which the workers will find their places.

Mostafa (2005) maintains that creativity is an important element of coping with an environment with constant changes. The modern business world is a constantly changing world and therefore the creativity and innovation of managers has a considerable impact on the corporation's ability to survive in the competitive and changing market.

Amabile (1997) also sees the creativity to be an important tool in the worker's professional development. The creativity enables the individual to think better, disconnected from binds, and therefore the worker can make suggestions and offer diverse solutions to the problems with which the organization copes.

Mostafa (2005) maintains that one of the main problems in Western society is the lack of managers who are creative: in his opinion, a closed collectivist organizational culture makes it difficult to create novel ideas and to use creative methods.

Amabile (1997) agrees with the ideas of Mostafa (2005) and holds that creativity is an inseparable part of the individual's motivational attributes of the individual. Societies and organizations where the motivation of the workers to succeed is cultivated will have a higher level of creativity.

Halling and Murphy (1986) and Zak (1981) found that schools with a democratic organizational management style are frequently identified as effective schools characterized by a comfortable atmosphere in the teachers' room, cooperation among the staff members, personal satisfaction, and a culture that encourages creativity and professionalism.

8.2 The Variable of the Learning Organization and Leadership

A second main finding in the present research is that the use of organizational learning mechanisms in the unit is positively related to the manager's tendency towards the transformational leadership style but not to his tendency towards the transactional leadership style. However, this relationship exists only in an environment with a low level of complexity in terms of customers and competitors and a high level of change in terms of the competitors. This finding is a bit surprising, especially in light of the research of Amitai (2000), who finds a strong positive relationship between the degree to which the manager adopts the transformational style and the methodical use of organizational learning mechanisms in the unit and in light of previous researches (such as Dvir et al., 200), who found high positive correlations between the presence of transformational leadership and the level of the unit's performances in general. These researches did not find conditions to the influence of transformational leadership on the workers' performances in general or on the implementation of organizational learning mechanisms in particular.

As a result of the commitment of the followers to the leader and his goals, their level of performance is above and beyond their initial formal obligation. In contrast, the transactional leader focuses on the follow-up after the meeting of pre-determined standards and deviations

from the requirements, clarifies to his followers how they will personally benefit as a result of meeting the objectives, and rewards his followers for adhering to the standards. Specifically, the active management by exception in transactional leadership – the dimension that represents the transactional leadership in the present research – emphasizes the preservation of the existing level of performance, attempts to avoid ahead of time errors or failures in his unit, and therefore distances himself from new experiences and risks.

According to the structural-cultural approach, effective organizational learning occurs when in the organizational unit there methodically are processes of investigation, information analysis, drawing conclusions, and assuming responsibilities for actions, mistakes, and failures (Lipshitz et al., 2002; Popper and Lipshitz, 1998). However, the workers' willingness to reveal mistakes is not obvious.

Research confirmed a relationship between the pattern of transactional leadership and the performances of the organizational unit (Dvir et al., 2002) or the level of effective commitment of the individuals in the unit (Kane and Tremble, 2000). The findings even support the argument that transactional leadership addresses the making of mistakes as an undesirable and non-legitimate phenomenon. Unlike the transformational leader, the transactional leader does not see the occurrence of an error to be an opportunity for the unit to learn but as a deviation from the desired course that should from the beginning be avoided or should be corrected as soon as possible. Therefore, the transactional leader focuses on the identification of mishaps and the punishment of mistakes that were made; in contrast, he does not emphasize the investigation of the mishaps that happened and the drawing of conclusions in the unit.

An in-depth examination of this relationship showed that when the unit's environment is characterized by a low level of complexity in terms of the customers and competitors and a high level of change in terms of the competitors, there is a strong significant positive correlations between the unit's manager towards transformational leadership and the use of organizational learning mechanisms. In contrast, in units that operate in an environment where the level of complexity is high and the degree of change in terms of the competitors is low, such a relationship was not found. The significance of this finding is that the characteristics of the environment intervene in the relationship between the leadership

style and the use of learning mechanisms. The review of the empirical literature did not find researches that examined the impact of complexity and change of the environment as intervening variables in the relationship between the transformational leadership style and the use of organizational learning mechanisms. Hence, it is necessary to try to present a possible explanation for these findings.

A main assumption in the theory of open systems is that the organization constantly maintains reciprocal relations with factors in its environment as a condition of its survival (Samuel, 1996). Accordingly, it is reasonable to assume that there is a reciprocal impact of the organization and its environment on one another. However, the starting point in the theory of structural dependences is that the environment's influence on the organization is stronger than the organization's influence on the environment (Pennings, 1998). Hence, it can be inferred that the actions and processes in the organization are influenced to some extent by the characteristics of the organizational environment (Daft, 1998). Hence the following question is asked: which characteristics of the organizational environment may influence what happens in the organization?

Last, Howell and Hall-Merenda (1999) find that the organizational units where there is openness to innovation and creativity create an appropriate platform for action for transformational leaders. They maintain that since transformational leadership tends to re-examine fundamental assumptions, examine problems from different angles, and search constantly for innovations and changes so as to improve – the chances of influencing are limited, primarily in units characterized by conservatism, rigidity, and close adherence to old traditions and routines. In such places the transformational leader may be perceived as a threat to the order, to stability, and to continuity of the existing structure. In contrast, his traits are essential in units for which innovation and creativity are abhorrent. It can be assumed that the characteristics of rigidity and conservatism are related to units that operate in environments that do not necessitate constant learning of changes of the environment, otherwise they would not survive. Conversely, the openness to innovation and creativity are essential traits for units that operate in changing environments, since effective coping with these environments necessitates willingness for change and constant learning in the environment.

8.3 The Variable of Organizational Effectiveness

The definition of management is a process with the goal of causing the organization to be effective and efficient – both in the short-term and in the long-term. This statement, despite its simplicity, is found to be rather difficult to implement in everyday reality.

The research findings indicate that the manager's role in the organization is to be responsible for the production of a methodical system that will cause the organization to operate effectively and efficiently. The manager's role is to provide needs appropriately so that there is a basis for the achievement of the required organizational effectiveness. The result needs to be the improvement of school processes so that the outcome is effectiveness.

The research findings show that school principals are not proactive but act in response to an event. The school principal and school staff must increase the spirit of initiative in the organization while increasing the effectiveness and efficiency of the organizational structure and the administrative processes. According to the researcher, the organization is measured in its business perception, in its behavior as an inclusive entity that is interested in continuing to exist in the long-term.

The constellation of elements that produce a PAIE organization emphasizes that no person has the ability to excel in all four traits over time. Hence, it is necessary to build a management staff with these traits according to the role it must perform.

There is a strong relationship between correct decision making on the organizational level and the outputs obtained and the organizational influence.

9. Research Contribution

The present research is innovative in its theoretical and applied contribution when it clarifies the constellation the reciprocal relations between leadership and organizational culture and the learning organization and organizational effectiveness. This rationale enables a comprehensive assessment of school effectiveness without needing to measure it directly despite its importance and due to the complexity of the measurement of the school effectiveness.

The applied contribution of the research lies in the ability of the research to assess the school effectiveness in the comparison between schools in the urban framework and schools managed in the framework of the national *kibbutz* movement.

The research may provide the educational system with structured and empirical tools for the examination of school effectiveness of schools in a time when they are required to adjust their activity to the changing environment.

The review of the literature showed that very few researches have examined in combination the relationship and influences among the variables of organizational culture, the learning organization, leadership, and organizational effectiveness. The present research uses a combined index that is innovative in the research field to examine the constellation of variables that influence effectiveness.

10. Conclusions

The present study addresses the relationship between organizational culture, management style, different characteristics of organizational learning, and school effectiveness in the Israeli educational system. The goal of the research is to examine the import of the management style of the organizational environment of managers with strategic factors in the management of the schools, such as organizational learning, absorptive capacity (ACAP), and perception of performances.

The present research is primarily novel in its emphasis of the strategic elements in the management of the school. Previous researches in education examined leadership mainly in the context of the system of relations between principals and teachers or with an emphasis on the principal's roles as a pedagogue (Hallinger, 2003). The present study chose to examine relationships among strategic characteristics of leadership and strategic organizational indices, such as organizational learning and organizational effectiveness. The present research study also illustrates the implications of an organizational culture, organizational learning and school effectiveness together. A positive organizational culture (of initiative and innovation) and organizational learning were frequently mentioned in the literature in light of their positive influences on performances but no research has connected between organizational learning and organizational culture or school effectiveness of organizations (absorptive capacity) in the educational context.

The primary findings and the discussion show the relationship and strength of the proposed research model, the relationship among organizational culture, leadership style, and school effectiveness and the school principal's leadership as a main role. It was found that the constellation of variables has an impact on the strategic processes in the school and on the perception of the performances in two ways, indirectly and directly.

The first way is through the organizational culture. The school principal in essence shapes the organizational culture of his school. Transformational managers will tend to foster a culture of innovation and initiative, while transactional managers will tend to promote a culture

based on achievement. The second way, supporting the first research hypothesis, is that as the organizational culture boosts the workers' independence, there will be greater organizational learning at all levels in the school. Moreover, the organizational learning among teachers and staff members with a clear vision of the goals will increase. When the teachers in the school share the vision and identify with it, they are willing to doubt existing routines and create fresh associations between old and new knowledge. Therefore, a shared vision enables the teaching faculty to appropriately regulate the tension between innovation and continuity, a tension that is critical for strategic innovation (March, 2004; Vera and Crossan, 1991).

Although the manager's role is to convey the knowledge from the outside sources through the leadership style he adopts (Cohen and Levinthal, 1990), in the present research and in support of the second research hypothesis, it was found that school effectiveness is related to organizational culture. Namely, a positive climate in the teaching faculty in the school regarding teaching, the students, and different activities in the school increases the ability to acquire information, assimilate it, exploit it, and effect change in the school. Reinforcement of this finding can be found in that the vision causes human action towards the desired future and motivates people to meet the organization's needs (Terry, 1993). Group processes may influence the motivation and in turn, influence the learning (Englehardt and Simons, 2002).

Katzell and Thompson (1990) noted that work among other members of the group is a source of the creation of interest and stimulation and that the prevalent approaches and behaviors in the group leave their impression on the group members. Mourdoukoutas and Papadimitriou (1998) and Porter (2000) maintained that the importance innate in the shared organizational culture lies in that it enables all the members of the organization to learn from one another through cooperation.

Other researchers addressed the fact that leadership style based on cooperation with the followers may lead to greater effectiveness in strategic terms (Waldman et al., 2005). Moreover, many researchers emphasized the importance of the leadership style in the increase of the organizational learning and the improvement of the processes in the school (Beare, Caldwell, and Millikan, 1989; Leithwood, Begley, and Bradley, 1989). Silins (1992) held the opinion that transformational

leaders who hold onto a vision (Bass, 1985) evaluate effective communication as a means for the cultivation of both individual and group participation. They encourage individuals to break the boundaries of learning and share their learning experiences in their division and with other divisions and they promote the sharing of information.

The principal's influence on the perception of the performances is also indirect, through strategic processes (such as organizational learning). The research findings show that the hypothesis that addresses organizational learning and leadership was confirmed. Ensley et al. (2003) found that participative leadership, namely, a cohesive and collective vision, is a preliminary condition in the explanation of performances in new initiatives. Many researchers noted that organizational learning may contribute to change in the everyday structures and organizational procedures (Honig, 2003), to change in assumptions, beliefs, and basic logic that guide the everyday decisions (Arygirs and Schon, 1996).

Hence, school principals have an important role, need to be very attentive to the larger picture, and should evince sophistication and experience in conceptual thinking and in the performance of the organizational changes using people and staffs. In addition, it is necessary to take into account the sharing of the knowledge in regards to every development of the intellectual and moral aspects of the teaching profession and the basic change of the profession itself and accordingly the culture of the educational system (Fullan, 2002).

Moreover, Berson, Nemanich, Waldman, Galvin, and Keller (2006) maintained that leaders have a main role in the organizational learning processes by providing the contextual support (such as culture, climate) for the followers in the organization so that they can develop the ideas and intuitions. In addition, they have an important role in the integration of the learning from the group till the levels of the organization. They reinforce the integration by providing shared understanding of the needs and goals on the different levels of the organization. In addition, they encourage the transfer of knowledge through the institutionalization of learning through the integration between the existing knowledge and the new knowledge in the policy of the organization and its activities.

Hence, the organizational learning (at all levels) and the shared vision are strategic tools in the principal's hands that help him increase the perception of the performances. This is supported by Bedeian and Hunt (2006), who noted that organizational learning and the principal's leadership are important to the organization's performances.

The research findings indicate that a climate of initiative and innovation increases the processes of organizational learning and effectiveness in the schools and influences the perception of the performances through the creation of organizational learning in the school.

11. Limitations and Recommendations

11.1 Limitations of the Empirical Study

The following table presents the limitations of the empirical research study and solutions to these limitations.

The following table presents the limitations of the empirical study and possibilities of solution.

Table Number 23: The Limitations and Possibilities of Solution

No.	The Research Limitation	The Solution
1	<u>Inability to connect with the Respondents</u> Since the questionnaires are anonymous with the exception of the identification code, the researcher cannot connect with the research subjects.	The researcher provided the respondents with the means to contact him – these are included in the introductory letter.
2	<u>Generalization Ability</u> There is difficulty with the ability to generalize the findings onto the entire organization, since three units of eight were sampled.	To conduct another research study, complementary, to include three additional units that were not in the present research.
3	<u>Direct Questions</u> The researcher did not include in the questionnaire direct questions due to social desirability and from the desire not to induce embarrassment among the research subjects, which might have led to lack of cooperation on their parts or to responses other than true answers on their parts.	Questions that create a sense of comfort for the research subject were phrased.
4	<u>Bias</u> There is similarity between the styles that derives from the ideological closeness between then and the research is performed using questionnaires in a method of self-evaluation, and thus the fear is that there will be a certain bias. Thus to reduce the 'halo effect' to respond similarly to questions that are close ideologically, verbally, and content – but in essence belong to different content worlds.	The placement of the questions in the questionnaire is changed in regards to the original questionnaire.

11.2 Recommendations

The researcher recommends conducting a research to examine the level of school organizational effectiveness from the aspect of career management as a variable influenced by social and economical factors. The difference in the effective ability among people derives primarily from the individual's ability to invest effort and resources in his activity and in his degree of ability to perform adjustments and changes in the mixture of activities versus the environmental changes.

It is recommended to examine the variable of the career, on the basis of the research model, which characterized the types of careers in regards to the four common types of career and in regards to the traditional career pattern versus the modern career pattern.

It is further recommended to emphasize the relationship between the leadership style and the organizational culture, democratic leadership style delegates authorities, develops ideas and initiatives, empowers the staff / faculty of the school, increases confidence and cooperation, and enables dialogue that improves the school policy and the quality of the decision making processes, and improves all the aspects of intra-organizational communication.

It is also recommended to examine which of the motivational factors related to the actual work can inspire motivation and increase satisfaction that will improve the overall school effectiveness and the desire to adopt a position of functional and organizational responsibility.

Among the changes that occurred in the planning of the personal career following the accelerated development of the job market, what makes the new approach special is the long-term outlook that strives and directs to reduce among the teachers and school faculty the strong feeling of uncertainty. Conversely, the non-linear model incorporates innovative practices and contemporary trends in the planning of the long-term career.

The school must adopt an approach that encourages the performance of an in-depth organizational analysis from the business and community aspect, so as to leverage the empowerment of the organization.

12. Summation

The present research is innovative in its theoretical and applicative contribution, when it examines the constellation of interrelationships between leadership, organizational culture, the learning organization, and the link to organizational effectiveness. This rationale enables the indirect evaluation of school effectiveness without the necessity of measuring it directly, despite its importance, following the complexity in the measurement of the school effectiveness.

The applicative contribution of the research lies in the research's ability to confirm its hypotheses, which allow the assessment of the school effectiveness through instruments in addition to the research questionnaires distributed in the schools of the research subjects and the performance of a comparison between the schools in urban framework and the schools managed in the national Kibbutz framework. Such comparisons can be valuable for other developed countries as well, when the state and/or territorial school administration must take into account the special needs or circumstances of schools in urban and rural situations concurrently.

The research may provide the educational system with structured and empirical tools for the examination of school effectiveness in a period of time when the schools are required to adjust their activity to the changing environment. Very few researches examined together the relationship, impacts, and interrelationship among the organizational culture, the learning organization, the leadership, and the organizational effectiveness.

The research findings support the importance that many researchers ascribe to the area of organizational learning. Previous research studies examined different aspects that expressed organizational effectiveness in the organizational structure and examined them versus organizational learning. Many researches found that the learning organization is an organization that better reads the needs of the environment where it is found, an organization that adjusts itself to the changes in the environment and copes with these changes in a better manner. A learning organization interprets the environment's needs and to adjust to the changes that occur therein it changes its perception and consequently it is more effective. (Medan, 1996; Nachmakim, 2002).

Other researches indicate that in learning organization there is satisfaction of the organization's clients with the better functioning in the cases in which the level of the seriousness of mistakes is higher (Karadi, 1997).

The **theoretical contribution** of the present research lies in its clarification of the relationships between the concepts, organizational learning and school effectiveness, in their different elements. This relationship was not examined in the past in the school situation. The research first clarifies the nature of the relationship, which is two-way, between the research variables, organizational learning and school effectiveness, and finds that schools where use is made of the learning mechanisms to a greater degree and where there is greater organizational learning are more effective. In parallel, in more effective schools there is greater use of mechanisms of organizational learning and there is a greater organizational learning culture. Then, the research clarifies the individual relationships between the different elements of organizational learning and school effectiveness and finds that despite the aforementioned relationship among the variables the correlation between the two is partial. In some areas they are related and in other areas the relationship between them is low or non-existent.

The significance is that when the organization's effectiveness is examined, it is possible to examine two different aspects in the organization's effectiveness. However, it is not possible to use these measures as identical measures. The tool for the measurement of organizational learning cannot be used to measure school effectiveness.

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Appendices

Appendix Number 1: Further Information on the Model of Cameron and Quinn (1999)

Figure Number 16: Implementation of the Clan Model

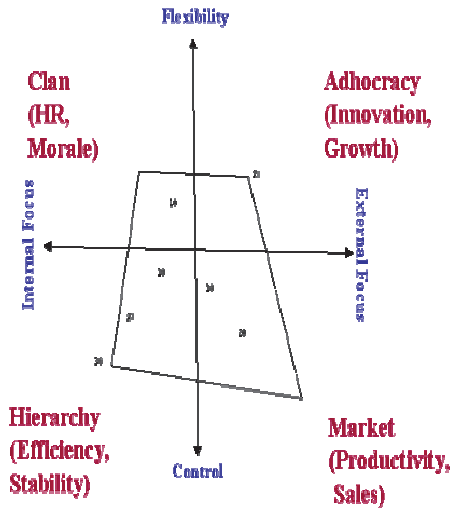
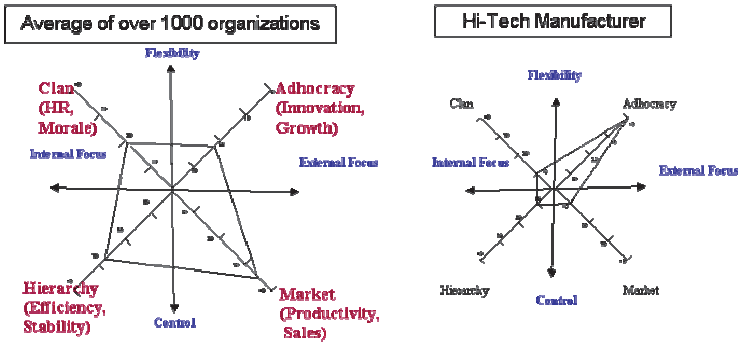


Figure Number 17: Examples of Implementation



Source: Cameron and Quinn, 1999

Appendix Number 2: The Research Questionnaire

Hello,

I am a doctorate student at the Eötvös Loránd University, the Faculty of Psychology and Education. I am conducting in the framework of the doctoral program a research study on a number of characteristics that are tied to the school, where you teach and work and which was selected to participate in the research.

In light of the considerable importance attributed to the research of the topic, I would be grateful if you would spend the time to fill out the attached questionnaires. Please answer the questions honestly.

All the questionnaires and the information obtained from them are confidential and no information on them will be publicized. The analysis of the findings will assure the confidentiality of the source of the information.

I would like to emphasize that the research topic and all the information collected using the questionnaires are for the purposes of the research solely. All the information is anonymous and confidential, your personal responses will be used solely for the analysis of the findings and will not be given to any internal or external factor. The questionnaires are phrased in the masculine form for convenience and are aimed equally at members of both sexes.

The questionnaire consists of five separate parts, sub-questionnaires. After filling out the questionnaire, please give it to the school secretary, for me to collect it.

If you are interested in obtaining information on the research findings and conclusions, then you are invited to contact me.

Thank you for your cooperation.

Yosef Rahamim

**Part 1: General Information Questionnaire for the Principal,
Teachers, and School Faculty**

1. Your Gender:
 - Female
 - Male
2. Your Present Position:
 - Principal
 - Grade coordinator
 - Subject coordinator
 - Subject teacher / homeroom teacher
 - Vice principal
3. Your Education:
 - Ph.D.
 - M.A.
 - B.A.
 - Accredited teacher
 - Senior teacher
 - Teaching seminar
 - Other, describe: _____
4. Your Age:
 - 20-30
 - 31-40
 - 41-50
 - 51-60
 - 61 and above
5. Your Functioning/Occupation:
 - Administrative
 - Pedagogical
 - Professional
 - Technical
6. Number of Years of Teaching Experience:
 - Till 5 years
 - 6-10 years
 - 11-15 years
 - More than 15 years

7. Sector to which the school belongs:

- Elementary School
- Middle School
- High School
- Secondary school

8. Type of school:

- Academic
- Vocational
- Comprehensive (both academic & vocational)
- Special education

9. School Affiliation:

- Public
- Religious Public
- Independent
- Urban
- Regional
- Kibbutz

10. Number of students in the school: _____

11. Number of teachers in the school: _____

12. Number of faculty members in the school: _____

13. Number of years of work experience in the school: _____

Part 2: Organizational Culture

This is an anonymous questionnaire. The responses to the questionnaire will remain confidential and will be used solely for the purposes of the research study.

The statements before you describe different behaviors that may exist in your school. Please decide the degree of behavior for each one of the statements in regards to the school where you teach / to which you belong. Please circle the most appropriate response.

	<u>Questions</u>	Very slightly	Slightly	Partly	Greatly	Very greatly
1	To what extent, in your opinion, is the organizational culture characterized by the openness of people to one another and by the feeling of an extended family, open communication, and warm relations (I)?	1	2	3	4	5
2	To what extent, in your opinion, is the organizational culture characterized by dynamic initiatives and innovation, freedom to express new ideas, encouragement of risk taking and personal initiative (E)?	1	2	3	4	5
3	Do you agree that the organizational culture is characterized by an emphasis of procedures, formality, hierarchy, order, discipline, and clear rules (A)?	1	2	3	4	5
4	Does the following statement characterize your organization: The emphasis is on the competitive ability and achievement; the emphasis is on the importance of performing tasks and the outputs and results. (P)	1	2	3	4	5
5	Does the leader in the organization demand outputs and results, emphasize the importance of quantitative achievements, preach morality, and push for competitiveness, centralization, and achievements (P)?	1	2	3	4	5
6	Leadership that emphasizes importance of order and organization, procedures, control, and efficiency, engagement in organizational constructs, coordination, and improvement of what exists (A).	1	2	3	4	5
7	Participative leadership that delegates authority, is democratic, emphasizes the development of people and teamwork (I).	1	2	3	4	5
8	The glue that unites the organization is formal procedures, laws, discipline, and order. Stability and routine are very important here. The structure and roles are clear and constitute a basis of the organization's normal functioning (A).	1	2	3	4	5

	<u>Questions</u>	Very slightly	Slightly	Partly	Greatly	Very greatly
9	The glue that unites the organization is loyalty and commitment, human relations and teamwork. The organization is characterized by a positive and comfortable climate, open relations, and worker satisfaction. The client is considered a part of the organization (I).	1	2	3	4	5
10	The glue that unites the organization is the focus on innovation and change, the desire to be original, to be the first with an innovative product or technology (E).	1	2	3	4	5
11	The glue that unites the organization is the emphasis on work productivity, quality, and performance level, meeting the goals, achieving the objectives, aggressive marketing, and quality client service (P).	1	2	3	4	5
12	Emphasis of the dynamism and desire to meet new challenges all the time. Learning through trial and error, organizational learning is performed in a flowing manner and innovations and initiatives are rewarded (E).	1	2	3	4	5
13	Pressuring culture, competitive, conflict-laden, emphasis on the importance of victory, management according to objectives and results, work without negotiations and considerations. For the most part the communication is top down, negative feedback (P).	1	2	3	4	5
14	Worker satisfaction, development and learning of the workers, teamwork, concern for people (I).	1	2	3	4	5
15	Introduction of new tracks or subjects, use of innovative methods, technologies, and systems (E).	1	2	3	4	5
16	Efficiency, meeting the plan, meeting time schedules, stability, and regular flow of the system (A).	1	2	3	4	5
17	Values of obedience of authority and senior level, importance of order and organization to success, importance of seniority and rank, importance of stability and preserving stability (A).	1	2	3	4	5
18	Value of personal initiative, freedom of action, taking risks, uniqueness, freedom to change, importance of change, and dynamism in the organization's life (E).	1	2	3	4	5
19	Emphasis of competitiveness, hard work, performance and achievement, supervision and control over workers, reward and punishment for performances (P).	1	2	3	4	5
20	Values of cooperation, delegation of authorities, work relations, satisfied worker, decentralization of power (I).	1	2	3	4	5

Part 3: Learning Organization

This is an anonymous questionnaire. The responses to the questionnaire will remain confidential and will be used solely for the purposes of the research study.

The statements before you describe different behaviors that may exist in your school. Please decide the degree of behavior for each one of the statements in regards to the school where you teach / to which you belong. Please circle the most appropriate response.

	<u>Questions</u>	Very slightly	Slightly	Partly	Greatly	Very greatly
1	Does the school implement intra-school instruction programs that meet the needs of the teachers and the school?	1	2	3	4	5
2	Do the teachers and the school faculty take inservice training outside of the school?	1	2	3	4	5
3	To what extent, in your opinion, is the help of external consultants employed in the realms of pedagogy?	1	2	3	4	5
4	Does the school use tutors and instructors with the role of instructing and training the absorption of new workers in the school?	1	2	3	4	5
5	When there is personnel turnover in the school is there a process of overlap between the new worker and the departing worker?	1	2	3	4	5
6	To what extent do you agree that the school acts to obtain pedagogical and professional information regularly from the authorities, institutions, and academia?	1	2	3	4	5
7	To what extent, in your opinion, does the school cultivate and promote expert workers who constitute a source of knowledge in pedagogical, professional, and administrative topics?	1	2	3	4	5
8	Faculty meetings and sessions are held regularly in the school to coordinate reporting in the grades, review work processes in the pedagogical and organizational environment, with the goal of improving them and adjusting them to the environmental and pedagogical changes.	1	2	3	4	5
9	The school encourages informal meetings inside and outside of the school to convey information and knowledge.	1	2	3	4	5
10	The school operates thinking teams on different topics.	1	2	3	4	5

	<u>Questions</u>	Very slightly	Slightly	Partly	Greatly	Very greatly
11	The school management encourages and performs investigations to study an event of failure, disabilities, and mishaps that were found in the regular operations of the school - pedagogical, managerial, and administrative.	1	2	3	4	5
12	Are investigations to learn from successes performed to the same extent?	1	2	3	4	5
13	The school holds professional relations with other schools inside the district and outside of the local authority.	1	2	3	4	5
14	All role-holders in the school are given information on the different tasks / activities in the school, including professional help.	1	2	3	4	5
15	The school documents its activities in procedures and instructions to the workers, beyond the general circulars of the Ministry of Education.	1	2	3	4	5
16	The school manages a library / archive in which pedagogical, administrative, and professional materials are stored and from these materials it is possible to learn about the performances of the past and the activities in the present.	1	2	3	4	5
17	The pedagogical and organizational work program changes and is adjusted according to the feedback obtained from the school faculty, the parents, the educational administration in the local authority and the Ministry of Education.	1	2	3	4	5
18	Different types of events are analyzed and at the end of every task / activity a summative report is submitted, accompanied by conclusions and recommendations, after which change and adjustment are performed on the level of procedures, instructions, and work methods.	1	2	3	4	5
19	Communication exists in different media to transfer information among the different role-holders in the school.	1	2	3	4	5
20	The school regularly provides to all its workers and the work teams a report to evaluate performances.	1	2	3	4	5
21	The different service providers in the school see one another as givers and receivers of service on the level of 'client server' relations.	1	2	3	4	5
22	The school system of rewards encourages cooperation.	1	2	3	4	5

	<u>Questions</u>	Very slightly	Slightly	Partly	Greatly	Very greatly
23	Every worker is aware that it is his role to collect information in his field of occupation on what happens outside the school so as to learn and improve constantly, with the purpose of avoiding the repetition of mistakes.	1	2	3	4	5
24	The willingness to help and share information and knowledge serves as a criterion for the evaluation of the worker.	1	2	3	4	5
25	The other school performances serve as a point of comparison for the purpose of evaluation and learning in the school to improve its performances.	1	2	3	4	5
26	A large number of workers have a personal and professional development plan.	1	2	3	4	5
27	The school holds and encourages rotation among the roles and engagements.	1	2	3	4	5
28	The administrative and professional role-holders in the school are involved in the processes of school organizational learning and allot time to improve the school processes.	1	2	3	4	5
29	The school is in charge of the information stores and professional journals.	1	2	3	4	5
30	In your opinion, to what extent do the teaching faculty and school staff share with one another their accumulated knowledge and information?	1	2	3	4	5
31	Does the school administration invest resources to develop learning mechanisms and encourage personal, staff, and organizational learning?	1	2	3	4	5
32	In this school there is constant experience with new learning methods.	1	2	3	4	5
33	In the school it is not custom to speak of mistakes made in the framework of the job.	1	2	3	4	5
34	The school climate encourages talk about mistakes as something natural and legitimate and therefore people do not hesitate to ask for help when a problem arises.	1	2	3	4	5
35	In our school the mistake and not the person making the mistake is addressed.	1	2	3	4	5

Part 4: Multifactor Leadership Questionnaire

This is an anonymous questionnaire. The responses to the questionnaire will remain confidential and will be used solely for the purposes of the research study.

The statements before you describe different behaviors that may exist in your school. Please decide the degree of behavior for each one of the statements in regards to the school where you teach / to which you belong. Please circle the most appropriate response.

	<u>Questions</u>	Very slightly	Slightly	Partly	Greatly	Very greatly
1	The principal helps his followers in return for their efforts.	1	2	3	4	5
2	The principal re-examines main assumptions to ascertain that they are appropriate.	1	2	3	4	5
3	The principal avoids intervening until the problems become serious.	1	2	3	4	5
4	The principal focuses on exceptional topics, mistakes, and deviations from requirements.	1	2	3	4	5
5	The principal avoids intervening even when important issues come up.	1	2	3	4	5
6	The principal speaks with his followers on the values and beliefs important to him.	1	2	3	4	5
7	The principal is accessible at all times and adopts an 'open door' approach.	1	2	3	4	5
8	I, the staff, the teaching faculty, and the principal hold an investigative process when we approach a problem solution, with the desire to avoid repeating the problem.	1	2	3	4	5
9	The principal speaks of the future optimistically.	1	2	3	4	5
10	The principal instills in his followers pride in the relationship between them.	1	2	3	4	5
11	The principal ascertains that the teaching staff and school faculty are rewarded appropriately for their performances and the achievement of the goals and objectives that were determined.	1	2	3	4	5
12	At all times we need the principal's intervention, we must act according to the school procedures.	1	2	3	4	5

	<u>Questions</u>	Very slightly	Slightly	Partly	Greatly	Very greatly
13	In your opinion, to what extent does the school principal succeed in enthusing with his vision and motivating you and your colleagues to act to achieve the school goals and objectives?	1	2	3	4	5
14	The principal devotes times to instruct and mentor his followers.	1	2	3	4	5
15	The principal presents his expectations of the faculty and staff in the school clearly and calls for constant improvement.	1	2	3	4	5
16	The principal rises about his personal interests in favor of the school achievements.	1	2	3	4	5
17	The principal addresses his followers personally and not only during the staff meetings.	1	2	3	4	5
18	I rise about my personal interests for the school's benefit.	1	2	3	4	5
19	I address my peers personally and am willing to help, counsel, and share knowledge, information, and experience.	1	2	3	4	5
20	Problems need to be continuous for the principal to begin to act.	1	2	3	4	5
21	The principal's actions inspire respect among his followers.	1	2	3	4	5
22	The principal spends his time 'putting out fires'.	1	2	3	4	5
23	The principal takes into consideration the moral and ethical implications of his decisions.	1	2	3	4	5
24	The principal follow up after the mistakes of his followers.	1	2	3	4	5
25	The principal evinces a sense of power and confidence.	1	2	3	4	5
26	The principal describes an enthusing vision of the future.	1	2	3	4	5
27	The school staff focuses on continuous learning from failures and successes.	1	2	3	4	5
28	The principal avoids making decisions.	1	2	3	4	5
29	The principal addresses each one of his followers as an individual with personal needs, abilities, and aspirations.	1	2	3	4	5
30	The principal motivates our actions and performances in an innovative and curiosity-inspiring way.	1	2	3	4	5

	<u>Questions</u>	Very slightly	Slightly	Partly	Greatly	Very greatly
31	The principal focuses his followers on the development of their strong points.	1	2	3	4	5
32	The principal proposes new ways of looking at the work process.	1	2	3	4	5
33	The principal delays a response to urgent issues.	1	2	3	4	5
34	The principal emphasizes the importance of a shared sense of mission,	1	2	3	4	5
35	The satisfaction of the teachers and school staff from the school principal's functioning and leadership is high.	1	2	3	4	5
36	The teaching staff and I are certain of our ability to achieve the goals we set for ourselves.	1	2	3	4	5

Part 5: School Effectiveness Questionnaire

This is an anonymous questionnaire. The responses to the questionnaire will remain confidential and will be used solely for the purposes of the research study.

The statements before you describe different behaviors that may exist in your school. Please decide the degree of behavior for each one of the statements in regards of the school where you teach / to which you belong. Please circle the most appropriate response.

	<u>Questions</u>	Very slightly	Slightly	Partly	Greatly	Very greatly
1	I wait impatiently for the work day.	1	2	3	4	5
2	I feel all the time satisfied to work in this school.	1	2	3	4	5
3	I feel that I succeed in giving my educational perception to my students.	1	2	3	4	5
4	Sometimes I feel that it is a waste of time to invest in my work as a teacher.	1	2	3	4	5
5	Most of the students I teach cannot grasp the study material.	1	2	3	4	5
6	The learning attitudes and habits that the students bring from the home make it difficult for them to succeed.	1	2	3	4	5
7	I can rely on my peers to help me at all times although this is not a part of their role.	1	2	3	4	5
8	I feel that most of my peers accept me and respect me.	1	2	3	4	5
9	I feel that there is excellent cooperation between me and my fellow teachers in the school.	1	2	3	4	5
10	This school is like one big family.	1	2	3	4	5
11	Even if I am offered another place, I will not leave this school.	1	2	3	4	5
12	In the school discussions / meetings of the professional staff are frequently held.	1	2	3	4	5
13	The school conducts constant follow up after the teacher's work.	1	2	3	4	5
14	The school administration places constant pressure for achievements.	1	2	3	4	5
15	In this school the relations between the teacher and the student are cordial.	1	2	3	4	5

	<u>Questions</u>	Very slightly	Slightly	Partly	Greatly	Very greatly
16	In this school it is necessary to request the administration's approval for every action.	1	2	3	4	5
17	In this school there is constant supply of the equipment and information necessary for learning.	1	2	3	4	5
18	The workers in the school tend to freely report problems at work and their performances, even if this may harm them.	1	2	3	4	5
19	The school holds inservice training courses that meet the needs of the teachers and the school staff.	1	2	3	4	5
20	In this school constant feedback is obtained on the educational, scholastic, and pedagogical work.	1	2	3	4	5
21	In this school the teachers are pressured by the overload.	1	2	3	4	5
22	All the activity in the school is organized using rules, procedures, and directives.	1	2	3	4	5
23	In the school there is constant experience in innovative teaching methods.	1	2	3	4	5
24	In this school the teachers help introduce changes.	1	2	3	4	5
25	In this school the pedagogical conservatism characterizes most of the teachers.	1	2	3	4	5
26	In the school there is a methodical policy of addressing discipline problems.	1	2	3	4	5
27	In the school the teachers have considerable impact on the school policy.	1	2	3	4	5
28	The teachers' impact focuses only on what happens in the class.	1	2	3	4	5
29	The school decisions are made solely by the principal and his vice principals.	1	2	3	4	5
30	The regulations and procedures in the school are dictated from above.	1	2	3	4	5
31	The school principal determines priorities and plans and ascertains performance.	1	2	3	4	5
32	The principal knows to which goals the school should be led and conveys this to the teachers and the entire school staff.	1	2	3	4	5

	<u>Questions</u>	Very slightly	Slightly	Partly	Greatly	Very greatly
33	The school principal conveys his expectations of the staff clearly.	1	2	3	4	5
34	The workers assume responsibility for the failure, even if they acted in the staff framework.	1	2	3	4	5
35	In the school the workers are expected to display responsibility both for the successful and non-successful actions.	1	2	3	4	5
36	In staff conversations everyone has equal right to speak.	1	2	3	4	5
37	When we speak of topics related to work, the focus is on the discussed topic and not on the speaking person.	1	2	3	4	5
38	When the workers in the school do not succeed in meeting the personal objectives in the framework of their role, they involve the superiors.	1	2	3	4	5

Thank you for your cooperation.

Yosef Rahamim